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## ABSTRACT

This collection of training materials is designed for all persons currently or soon-to-be engaged in counseling roles, especially those working in substance abuse programs. The counseling techniques in this manual focus on the following areas of concern: (1) the nature of the helping relationship; (2) empathy, feelings, and interpersonal process recall; (3) attitudes and values; and (4) problem-solving strategies. Course goals, training objectives, client-counselor interaction scales, evaluation materials, and trainer qualifications are also provided. (HLM)

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# COUNSELOR TRAINING: SHORT-TERM CLIENT SYSTEMS

## Training Manual for Counseling Skills

### PARTICIPANT MANUAL

by

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## ACKNOWLEDGMENTS AND HISTORY

The development of this manual and the counseling skills training model it presents was begun in 1970 by Lance Harris, Ph.D., presently at American Lake Veterans Administration Hospital, Tacoma, Washington; Robert F. Dendy, Ph.D., presently at the National Drug Abuse Center; and Norman Kagan, Ph.D., Michigan State University, who also developed the Interpersonal Process Recall.

In 1972, under a grant from the Michigan Governor's Office of Drug Abuse and Alcoholism, this counseling skills training model was written in *A Survival Manual for the Drug Center Volunteer*. The authors were William Hinds, Ph.D., Mary James, Michael Gieszer, and Beth Jacobs Gillispie.

The *Survival Manual* was adopted and substantially revised by the National Drug Abuse Training Center in 1973, under its new title, *Training Manual for Counseling Skills*. For the past three years, thousands of participants and trainers from across the country have been using this manual. In an effort to be responsive to the feedback of these persons and to current developments in counseling, the *Training Manual for Counseling Skills* has been revised once again by the National Drug Abuse Center for Training and Resource Development.

For their help with this revision, we would particularly like to thank Glen Fischer and Ginny Robinson.

*Beth Jacobs Gillispie*  
May 1977

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## USING THIS MANUAL\*

The *Training Manual for Counseling Skills* is organized into two major chapters and appendices. The first chapter contains an introduction to the course and describes its purpose; it presents the course goals and objectives, alternate course scheduling, and a summary evaluation report. The second chapter is the workbook that will be used during training.

The course materials are bound in a looseleaf notebook so that you can add your own notes in the appropriate sections, and keep the manual updated with any revisions issued by the National Drug Abuse Center (NDAC).

The pages in Chapter One are numbered consecutively; the pages in the workbook in Chapter Two are numbered according to their location in a particular unit and module: for example, page 3 of Module 5 in Unit 11 is numbered 11-5-3. Pages that introduce units belong to no module and are indicated with a 0 (e.g., 1-0-1 or 11-0-1, etc.).

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### • PROBLEMS WITH PRONOUNS AND POLEMICS

Throughout this manual we have had to face the problem that the content refers equally to both men and women and that we do not have a universally accepted single word in the English language to use when referring to a member of either sex. We have therefore fallen back on the universal use of male pronouns to indicate a person of either sex and hope that the readers will understand our intentions.

**CHAPTER ONE**  
**COURSE DESCRIPTION**

## CHAPTER ONE

### COURSE DESCRIPTION

#### PURPOSE

Most persons would agree that it is the counselor in the drug treatment and rehabilitation program who is the backbone of service delivery. The extent to which a counselor is effective in this role, both in the eyes of his clients and of his program, is dependent upon many factors. One major factor is the quality of the counselor's helping skills. It is toward this end that *Counselor Training: Short-term Client Systems* has been developed: to train counselors in basic listening and responding skills in the areas of empathy, values and attitudes, and problem solving.

It is not the purpose of the course to teach counseling theory. Most counselors, whether professional (degreed) or paraprofessional, can state the principles of effective helping relationships, empathy, and so on. Few can actually demonstrate effective responses that reflect these principles. Therefore, this is a "how-to-do-it" course.

Whether the training is used as a vehicle to meet the new credentialing requirements for drug abuse counselors, or as ongoing inservice work, or as an introductory or refresher course, the intent is to significantly improve the quality of drug treatment services by enabling counselors to establish and maintain more effective helping relationships with their clients.

#### INTENDED AUDIENCE

The course is intended for all persons who are currently engaged or are about to be engaged in counseling roles and who need to develop the skills specified in the course goals and objectives. There are no minimum skill or experience requirements.

Participants may work in programs directly related to substance abuse or in agencies whose clients have drug or drug-related problems. Examples of the types of settings from which participants have been drawn include hot lines, crisis centers, mental health centers, outreach programs, free clinics, methadone programs, therapeutic communities, inpatient and outpatient treatment systems, youth centers, runaway houses, criminal justice programs, troubled employee programs, schools, and lay counseling programs.

#### COURSE GOALS

The overall goal of the *CT:STCS* course is to provide participants with additional skills in the areas of empathy, values and attitudes exploration, and problem solving so that they can establish and maintain more effective helping relationships with their clients.

A second goal is to provide a learning experience for participants that increases their—

- appreciation for the responsibilities, the influence and the limitations of the counselor in the helping relationship;
- understanding of the dynamics of the helping relationship;
- appreciation of the need for self-awareness on the part of the counselor;
- understanding of the client's affective, cognitive, and behavioral processes;
- appreciation for the necessity to respond to the client as a whole person, with drug abuse or drug-related problems being symptomatic or incidental to other concerns.

### MAJOR SUBJECT AREAS

Rather than approach counseling from the perspective of a single school of thought (for example, gestalt, transactional analysis, behaviorist) the course is designed with generic conceptual areas that define skills basic to any helping relationship. These are reflected in three major subject areas:

1. **Empathy.** This component provides the foundation for building trust with the client and helping the client explore the feelings (affective processes) attached to his concern. The focus is on listening and responding skills that demonstrate empathic understanding. It also includes exploration of the counselor's affective processes that may influence the helping relationship.
2. **Values and Attitudes.** This component provides the link between empathy and problem solving. The focus is on building skills that enable the counselor to help the client explore the values and attitudes represented in his concern, and the corresponding thought processes and behavior. Beyond hearing and responding to this deeper level of meaning, this component also explores the effect of the counselor's personal values and attitudes on the helping relationship.
3. **Problem Solving.** Having identified and clarified the client's feelings and values, the counselor and client can focus on rational decision making and changes in his behavior. The problem-solving component includes problem definition, exploration of alternatives, making plans for change, and preparing to act on plans for change.

## TRAINING OBJECTIVES

By the end of the counseling skills session, trainees will be able to—

- demonstrate their counseling skills by making at least 80 percent of their written response minimally empathic, facilitative and appropriate when presented with a client problem statement, as judged by objective, experienced raters;
- correctly discriminate between a Level One response and a Level Two or Three response when presented with tape recorded stimulus material four out of five times;\*
- make spontaneous responses at Levels Two or Three, 80 percent of the time, as judged by a trainer, when presented with tape recorded stimulus material, and during a brief client/counselor interchange;\*
- demonstrate their listening skills by correctly discriminating between a Level One, Level Two, or Level Three client statement, according to "Owning-of-Feelings Scale" (attached) when presented with tape recorded stimulus material;
- identify and correctly label their own feelings and attitudes elicited by the tape recorded stimulus material;
- formulate responses to tape recorded stimulus material and to a brief client/counselor interchange that acknowledges counselor feelings and attitudes and maintains focus on the client by appropriately using at least two of the four roadblock movers listed in the *Training Manual for Counseling Skills*;
- utilize appropriately at least 9 of the 12 problem-solving steps (outlined in the *Training Manual for Counseling Skills*) when placed in a brief client/counselor interchange. (Appropriateness of the steps chosen will be judged by the trainer, utilizing client feedback, problem content, and the problem-solving checklist.)

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\*For each of the scales provided on the following pages "Responding to Feelings;" "Specific Labeling of Feelings and Sources,;" "Responding to Feelings in Conflict;" "Responding to Values."

## OWNING-OF-FEELINGS SCALE

**LEVEL ONE:** The speaker does not own his own feelings by—

- *denying* his feelings or *avoiding* discussion of them;
- *detaching* himself from his feelings, and describing them as though they are not part of himself but come from outside himself, or are forced on him by other people or situations;
- *minimizing* feelings or talking about them in an abstract or superficial manner.

**LEVEL TWO:** The speaker attempts to own his feelings by—

- describing his feelings in a *vague* manner, or *distancing* them by using past or future terms;
- acknowledging his feelings but discussing them in an *intellectual* or *philosophical* manner;
- stating his feelings *without* clearly linking them to a *source*.

**LEVEL THREE:** The speaker owns and takes responsibility for his own feelings by—

- identifying his immediate (here and now) feelings *clearly* and *genuinely*;
- expressing the *intensity* of his feelings;
- specifying the *source* of his feelings.

## 8 RESPONDING-TO-FEELINGS SCALE

LEVEL ONE: The listener does not facilitate the speaker by—

- *denying* speaker's feelings, putting them down, ridiculing, *judging*, or offering quick *solutions*;
- responding only to the *facts*, the situation, or ~~the situation~~ *the situation*;
- *ignoring* the speaker's *feelings*.

LEVEL TWO: The listener facilitates the speaker by—

- *reflecting* the stated feelings of the speaker, using the same or similar words;
- maintaining nonverbal behavior that is *attentive* to the speaker;
- *accepting* the speaker's feelings by being nonjudgmental.

LEVEL THREE: The listener facilitates the speaker by—

- responding to stated feelings and to *undercurrent* feelings that the speaker has implied but has not clearly stated;
- acknowledging the *intensity* of the speaker's feelings with appropriate nonverbal behavior;
- responding to *nonverbal* cues from the speaker.

## SPECIFIC-LABELING-OF-FEELINGS-AND-SOURCES SCALE

**LEVEL ONE:** The listener does not facilitate the speaker by—

- responding to the speaker's stated feelings but *ignoring* the *sources* of those feelings;
- *moving* the speaker away from his immediate concerns to *irrelevant, impersonal, or abstract* issues;
- responding to speaker's stated ~~feelings~~ *sources* in language that is *less specific* than the language ~~at the speaker~~ *speaker* used.

**LEVEL TWO:** The listener facilitates the speaker by—

- responding to the speaker's stated feelings but matching it to an incorrect or *inappropriate source*;
- *reflecting* the stated feelings and sources of the speaker using the same or similar words;
- *centering* on the speaker's immediate concern.

**LEVEL THREE:** The listener facilitates the speaker by—

- responding to the speaker's feelings and sources in language that is *more specific* than the language that the speaker used;
- *focusing* on those feelings and sources that are most important to the speaker's immediate concerns;
- responding to *stated* feelings, to *undercurrent* feelings, and to the sources of those feelings.

## RESPONDING-TO-FEELINGS-IN-CONFLICT SCALE

### LEVEL ONE: The listener does not facilitate the speaker by—

- acknowledging the speaker's feelings in conflict but *judging* one feeling to be more right or wrong than the other, taking sides, or giving advice;
- responding to *only one* of the speaker's feelings in conflict;
- recognizing the speaker's conflict but responding only to his *situational* conflict or generalizing to *rules* outside the speaker's *personal* world.

### LEVEL TWO: The listener facilitates the speaker by—

- responding to the speaker's *feelings* in conflict but not to the source(s) of those feelings;
- *reflecting* the speaker's feelings and source(s) in conflict, using the same or similar words;
- *responding* to the speaker's feelings in conflict and their source(s) by using examples the speaker has described.

### LEVEL THREE: The listener facilitates the speaker by—

- responding to the speaker's stated feelings in conflict and to the source(s) of those feelings using language that is *more specific* than the language used by the speaker;
- responding to the *impact* of the speaker's conflict;
- responding to *undercurrent feelings* and source(s) that the speaker implies but does not clearly state.

## RESPONDING-TO-VALUES SCALE

**LEVEL ONE:** The listener does not facilitate the speaker by—

- *judging*, agreeing with, disagreeing with, or moralizing about the speaker's values;
- *ignoring* the speaker's values;
- responding to the speaker's values using *less specific* terms than the speaker uses or generalizing to examples outside of the speaker's world.

**LEVEL TWO:** The listener facilitates the speaker by—

- reflecting the *stated* values of the speaker by using the same or similar words;
- responding to the speaker's values but *not* to the *feelings* associated with them;
- using examples that are *meaningful* to the speaker.

**LEVEL THREE:** The listener facilitates the speaker by—

- responding *more specifically* to the speaker's values;
- responding to the speaker's stated values and checking out other *undercurrent* values that may be present but not clearly stated;
- responding to the *feelings* associated with the speaker's values.

## TRAINER QUALIFICATIONS

It is assumed that trainers in this counselor training program are committed to safeguarding and perpetuating training that contributes to the strengthening of high quality care delivery systems.

The small-group work must be conducted by a trainer or training team with a trainer-trainee ratio of one to six. The total training group size may range from six to thirty, with eighteen or twenty-four as the optimal large-group size. Every member of the training team should have—

- successfully completed the *Counselor Training: Short-term Client Systems Course*;
- received training for trainers specific to this counseling skills training model;
- previous successful experiences in counseling situations similar to those that will be faced by the trainee population (optimally, in similar work settings);
- strong small-group process and training skills;
- the necessary resources for back-up supervision, or access to third party resources for supervision and/or referral when needed.

Being thus qualified, the trainer will have firsthand knowledge of the training goals, structure, and developmental learning stages of the course, and will also be able to anticipate and deal with the impact of the training experience on the trainee.

The trainer is expected to have mastery of the content, concepts, and implementation of the skills presented in this manual. The successful trainer (as well as counselor) functions within a conceptual framework—one which accounts for developmental learning as well as intra- and interpersonal dynamics. It is assumed, therefore, that the trainer's conceptual framework is in harmony with the theory and objectives underlying this training model.

Having had some successful experiences in helping relationships similar to those in which the trainees are involved in their work settings, the trainer will have personalized knowledge that he may share with his trainees at appropriate times. It will also enable him to relate more effectively to the problems and successes in helping relationships that the trainees present.

Having a strong grasp of small group process, theory and skills will enable the trainer to create an environment that facilitates learning; manage the group climate, tasks, and process; and maintain a purposeful direction and methodology. Such ability is essential, since the trainer has relationships with each member of the group as well as with the group as a whole.

Access to resources is particularly essential for beginning trainers, but important to all trainers regardless of experience. At one time or another, we all need someone to turn to for help in processing our experiences.

Furthermore, the trainer must be functioning at a high level of facilitative effectiveness. Research by Carkhuff (1969), Aspy (1972), Leiberman, Yalom, et al. (1973), and others has indicated that trainees gain more from trainers whose functioning is high. Conversely, the functioning levels of trainees tend to deteriorate or show no increase beyond an entry level with trainers whose functioning is low. The implication is that trainers who cannot perform adequately in human interactions cannot teach others to perform adequately. In behavioral terms, this means that the trainer as a teacher must be able to model the skills he is teaching.

The effective trainer demonstrates competence, confidence, enthusiasm, spontaneity, flexibility, innovativeness, creativity, an ability to seek help when needed, receptivity to feedback and input from his trainees, and a willingness to learn from what he teaches. Even though the training model is systematic and structured, it is not a completely self-instructional programmed learning model. It is the trainer as a high level functioning human being who makes it work.

## LEARNING ACTIVITIES

The course is basically experiential and occurs primarily in small groups. Each major concept that is introduced is described in a brief mini-lecture discussion and has explanations with written practice examples in the *Training Manual for Counseling Skills*. Participants learn to recognize and differentiate facilitative and nonfacilitative counselor responses through exercises using a prerecorded stimulus tape and structured rating scales. Participants then write their own responses to prerecorded client statements. Finally, participants integrate and practice counseling skills in paired interactions with one another. This process is called Interpersonal Process Recall and allows each individual to (1) experience the impact of the helping tools he has learned, (2) incorporate his own style into his responses using new skills, and (3) receive specific feedback about his strengths and weaknesses as a helper. The interactions are either audio- or videotaped for the purpose of the recall. The activities are described in more detail in the section that follows.

## COURSE MATERIALS

<i>Trainer's Manual:</i>	course background information and guidelines for course delivery
<i>Training Manual for Counseling Skills:</i>	explanations and exercises for each skill area being learned
<i>Audiotape:</i>	prerecorded client statements and counselor responses for use in skill-building exercises
<i>Evaluation Instruments:</i>	pre- and posttests and guidelines for test administration and scoring

## EVALUATION

The *Counselor Training: Short-term Client Systems* course has been delivered through the National Institute on Drug Abuse (NIDA) supported National Training System since January 1973. Since that time, extensive evaluation of the course has included objective testing of participant learning and skill acquisition through pre- and posttest procedures; random sampling of persons in programs where the course has been delivered; evaluation of participant satisfaction with the course; and a doctoral dissertation comparing the training results within a population of university peer counselors and federal employees having counseling responsibilities with counseling center staff.

Over time, the evaluation procedures used have changed from the originally complex and complex system of rating participant responses in a tape recorded simulated counseling interaction to the rating of participant responses to written client statements. (No significant differences were found between the two methods.) In all cases, when the conditions of training were consistent with the requirements outlined in this manual (trainer qualifications, course structure, etc.) significant changes in the trainee skills were documented. Ratings based on the participants' overall satisfaction with the course have been recorded consistently at between 4 and 5 (on a scale where "1" is low and "5" is high).

The response to the course in the field has also been positive. UCLA and Michigan State University have offered this course for credit. Some states are using the course to meet credentialing requirements. Many treatment programs have adopted the course for training their paid and volunteer staff. Over 20,000 copies of the course materials have been distributed since it was made available to the public.

There are not many significant differences in the characteristics of the various training populations: 50 percent of the trainees have been male, 50 percent female; approximately 60 percent of the trainees have had at least a B.A. degree, 40 percent have had some college, a high school diploma or less. The average participant has had about one year of counseling experience. Participants have been drawn from almost all the states and have represented countries all over the world.

## COURSE SCHEDULE

## COMMENTS ON SCHEDULING

The schedule should be regarded as a guideline for time planning rather than a rigid timetable. The amount of time required for individual small groups to complete a given module will vary. More time may be spent on one, less time on another, however, the trainer must continually be aware of the amount of material to be covered in relation to the amount of time available.

If, due to limitations in time, staff, facilities, etc., a schedule other than the three mentioned must be chosen, the following guidelines are suggested:

- Sessions should not be less than 3 hours.
- There should not be fewer than 2 sessions per week (either 2 half days per week, or 1 full day per week).
- The sequence of events must be maintained.

If the total time available for training does not allow for the presentation of all modules in their entirety, the following information should be considered:

- The time designated for IPR Practice is the most important part of the training. It provides the trainees with the opportunity to integrate and actually practice the previously discussed skills, explore their uses and receive feedback on their performance as a listener/helper. Therefore, it is important that these modules not be drastically shortened or omitted.
- The problem-solving section of the counseling skills training is that which is least in need of a trainer's management. Therefore, the amount of time actually spent on this module can be less than what is scheduled. If the process itself is clearly presented, trainees can continue its practice on their own.

## COURSE SCHEDULE

TIME		ACTIVITY	GROUP SIZE
4 hours	<del>UNIT</del>	<b>COURSE INTRODUCTION AND OVERVIEW</b>	
(1 hour)	Module 1:	Large Group Introduction and Pretesting	Large
(45 minutes)	Module 2:	Ice Breakers	Large
(15 minutes)	Module 3:	Introduction to the Helping Relationship	Large
(1 hour)	Module 4:	Small Group Introduction and Norm Setting	Small
18 hours	UNIT II:	<b>EMPATHY</b>	
(30 minutes)	Module 5:	Definitions	Small
(1½ hours)	Module 6:	Owning of Feelings	Small
(2 hours)	Module 7:	Responding to Feelings	Small
(1½ hours)	Module 8:	Specific Labeling of Feelings and Sources	Small
(1½ hours)	Module 9:	Responding to Feelings in Conflict	Small
(2½ hours)	Module 10:	Owning of Listener Feelings	Small
(8½ hours)	Module 11:	IPR: Interpersonal Process Recall	Small
6 hours	UNIT III:	<b>ATTITUDES AND VALUES</b>	
(1 hour)	Module 12:	Attitudes	Small
(2 hours)	Module 13:	Values	Small
(3 hours)	Module 14:	Interpersonal Process Recall (Part II)	Small
6 hours	UNIT IV:	<b>PROBLEM SOLVING</b>	
(5 hours)	Module 15:	Problem Solving	Small
(1 hour)		Posttest	Large

**33 HOURS TOTAL TIME REQUIRED**

## FIVE-DAY SCHEDULE

	Morning 8:30 - 12:00	Afternoon 1:00 - 4:30
<b>Day 1</b>	Course Introduction and Overview and Pretesting  Definitions  (Modules 1 - 5)	Owning of Feelings  Responding to Feelings  (Modules 6 - 7)
<b>Day 2</b>	Specific Labeling of Feelings  Responding to Feelings In Conflict  (Modules 8 - 9)	Owning of Listener Feelings  Interpersonal Process Recall  (Modules 10 - 11)
<b>Day 3</b>	Interpersonal Process Recall  (Module 11)	Interpersonal Process Recall  (Module 11)
<b>Day 4</b>	Attitudes  Responding to Values  (Modules 12 - 13)	Interpersonal Process Recall  (Module 14)
<b>Day 5</b>	Problem Solving  (Module 15)	Problem Solving  Posttest  (Module 15)

## TWO-WEEKEND SCHEDULE

### First Weekend

	Morning 9:00 - 12:00	Afternoon 1:30 - 4:30	Evening 7:00 - 10:00
<b>Friday</b>			Introduction  Overview  Pretest
<b>Saturday</b>	Small Group Introduction and Definitions  Owning of Feelings	Responding to Feelings  Specific Labeling of Feelings and Sources	Responding to Feelings in Conflict  Owning of Listener Feelings
<b>Sunday</b>	Empathy Practice  IPR	Empathy Practice  IPR	Empathy Practice  IPR

### Second Weekend

<b>Saturday</b>	Review Empathy Skills  Responding to Values and Attitudes	Responding to Values Practice	Responding to Values Practice  IPR
<b>Sunday</b>	Problem Solving	Problem Solving	Posttest

## IN-SERVICE TRAINING SCHEDULE

The above schedule may be taken in 3½ hour blocks of time and conducted in 10 in-service training sessions over a period of 5 weeks with 2 sessions per week.

## **CHAPTER TWO**

### **WORKBOOK FOR COUNSELING SKILLS**

## **CHAPTER TWO**

### **WORKBOOK FOR COUNSELING SKILLS**

#### **INTRODUCTION**

As you use this manual, you will be learning a set of skills and tools that will aid in developing the helping relationship. You may be refamiliarizing yourself with skills that you already possess, but we ask that you try out this set of skills, as instructed, so that you can practice and receive feedback on your knowledge and use of this model.

As the pace of life around us accelerates, we tend to become increasingly lost in facts and ideas; the level of feelings is often ignored. Our terms of interaction are "I agree" or "I disagree." "I understand," however, is a statement rarely heard. This attempt to understand another person seems to require something very basic: that is, a desire to understand and an expression of that desire. We are assuming that you, as a person, do care. The program in which you are about to engage is designed to facilitate your effectiveness as a helper, to translate your concern into constructive action.

## **UNIT I**

### **COURSE INTRODUCTION AND OVERVIEW**

## **UNIT I**

### **COURSE INTRODUCTION AND OVERVIEW**

#### **INTRODUCTION**

Unit I is designed to acquaint you with each other and with the training environment, and to introduce the course content and methodology; it also includes registration and pre-testing. There are four modules in this unit:

- Module 1: Large Group Introduction and Pretesting
- Module 2: Ice Breakers
- Module 3: Introduction to the Helping Relationship
- Module 4: Small Group Introduction and Norm Setting

Unit I will require about 3 hours to complete.

## MODULE 1

### LARGE GROUP INTRODUCTION AND PRETESTING

The purpose of this module is to orient you to the training environment (e.g. places to eat, park, get messages, etc.) and to complete registration and pretest procedures.

The purpose of the pretest (and posttest) is to provide the trainers with feedback on their ability to *impart skills*—the tests are not meant to be used as evaluations of the trainees. Test scores are given only to those participants requesting their own scores; they are not given to supervisors.

The following space may be used to record any necessary information.

## **MODULE 2**

### **ICE BREAKERS**

The activities that will be conducted by the trainer during this module will help you become acquainted with the other participants in the training program, and will serve to identify them as possible future resources.

In this module, all that is necessary is to follow the trainer's instructions.

## MODULE 3

### INTRODUCTION TO THE HELPING RELATIONSHIP

The purpose of this module is to acquaint you with the schedule for the course, the content areas to be addressed, and the process by which the skills will be learned. A small amount of theory pertaining to the helping relationship and its relevance to a concept of the whole person will be presented. The small groups will also be formed at this time.

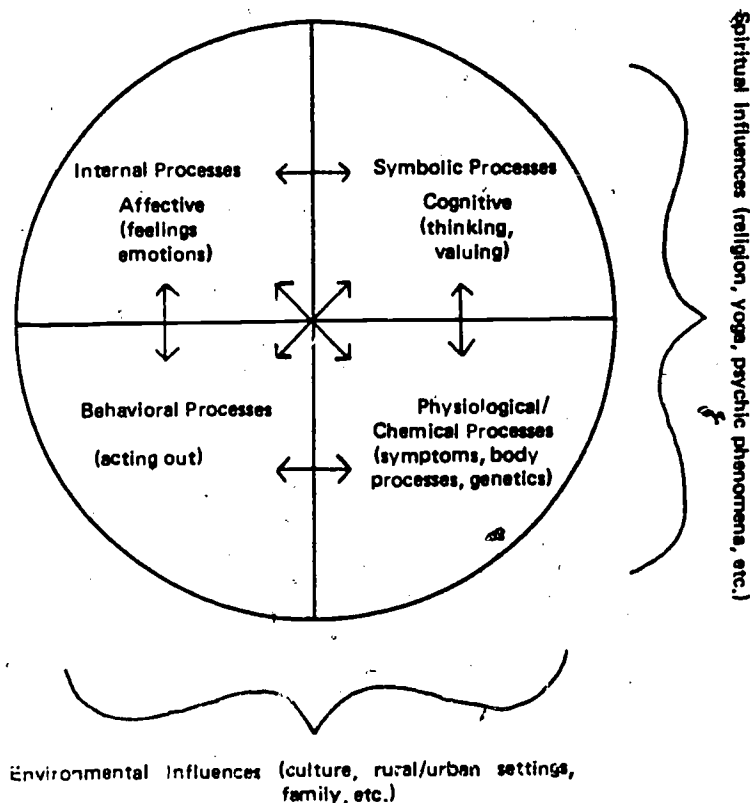


Figure 1

The helping relationship consists of a speaker (the person presenting the problem) and a listener (the person acting as helper). The ultimate goal of the helper is to enable the speaker to reach his own decision concerning a course of action that will solve the problem. The entire helping process has three stages. The first involves empathic listening and communication to help the speaker get in touch with his *feelings*.

Secondly, the listener helps the speaker integrate his feelings about the problem with his *thinking* about it: he helps the speaker to consider it with his own values and attitudes.

Thirdly, the listener helps the speaker integrate his feelings and values into a problem-solving process: he helps the speaker decide *what* to do about the problem and explores with him *how* to go about doing it. Although the stages are not mutually exclusive, (two or more of the stages may occur at the same time in the interaction) their division into steps may help clarify some of the complex events you will participate in as a helper. A complete helping relationship would consist of this entire process, but a speaker may need help from a listener only for parts of the process. Remember, a person needs to learn to solve his own problems.

Graphically, the helping relationship looks like this:

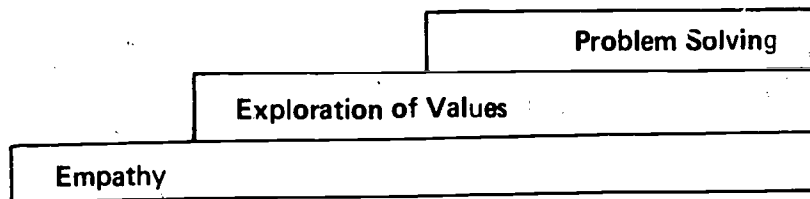


Figure 2

## EMPATHY

Being asked to help someone with a serious problem can often be overwhelming. The helper should start by listening and responding to feelings. This is empathy, and the emphasis is on feelings.

Feelings are often distrusted and usually relegated to the shadowy parts of ourselves. We learn that we should not feel anger, that we should learn to strive for emotional control, and that those who lose that control are weak. Yet, we know that feelings are real. We know that they are part of our physical existence and that they cannot be wished away. We know also that feelings, however much they are ignored and distrusted and trampled upon, will certainly affect our behavior.

A person with a problem has feelings, many of which are hidden away. The helper's job is to enable that person to discover and understand these feelings. To rectify a problem a person must first understand his own feelings about it. Then and only then does it make sense to decide on a course of action designed to solve the problem.

Empathy, the listener's understanding response to the feelings of the speaker, is important because it allows the speaker to feel safe and accepted, not judged or condemned because of his feelings. When you as helper respond to a speaker empathically, that person will feel comfortable, and will be motivated to continue talking to you and to further explore his own feelings with you. As you facilitate both your own and the speaker's understanding of

his feelings, you build trust and help the speaker better comprehend his problem. You will be learning to *listen*, to *understand*, and to *communicate*.

- It is not enough to listen unless you understand what you've heard.
- It is of little use to understand unless you communicate that understanding.
- The communication is useful only if the information can be applied by the other person to his decision-making process.

## VALUES

After you have begun to help a speaker clarify his feelings about a problem, you will also want to explore the speaker's thoughts about his problem. You will again be listening, understanding, and communicating, but your focus will be on the aspects of the problem the speaker sees as positive (rewarding) and those he sees as negative (punishing). The speaker's values will also play a part in his decision-making process.

## PROBLEM SOLVING

Once you have helped the speaker clarify his feelings and values and attitudes, he is ready to explore alternatives and solutions to his problem. You can assist this process by understanding that decision making can be effectively accomplished according to a set of guidelines that also incorporates empathic communication. You will learn to help the speaker clarify his problem, explore alternatives, plan strategies for change, and test alternatives.

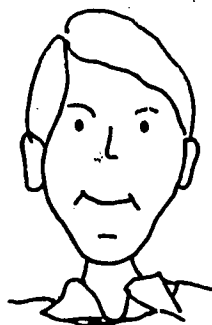
## SUMMARY

Feelings are the common ground, values are the basis for patterns of behavior, and problem solving offers a process for resolution. The key to the entire helping relationship is to remember that you are trying to facilitate the speaker's understanding of his problem and himself so that in the future he will be able to apply to new situations what he has learned from this experience.

In the training pages ahead, our cast of characters (speakers, listeners, givers and receivers of feedback) will look like this:



and like this



## MODULE 4

### SMALL GROUP INTRODUCTION AND NORM SETTING

#### ADDITIONAL SKILLS

The course offers *additional* counseling skills; it is not a dogma or catechism of counseling skills.

- The skills you already possess will still be effective when appropriately used. The *CT:STCS* course offers more skills—additional tools to draw upon; it does not necessarily replace other techniques, tools, etc.
- The most effective way for you to learn new tools is to set aside your old ones. Attempting to integrate new skills before they are completely understood and practiced often leads to confusion and frustration, and slows the learning process. Once the new skills are thoroughly acquired, integration can occur.

#### SKILL BUILDING

The course is designed to build counseling skills; it is not personal therapy for participants.

#### EXPERIENTIAL LEARNING

The course for the most part is experiential.

- The training program is built on the premise that counselors will not learn to make more helpful, effective responses by simply *knowing* what should be done; they must also be able to do it. This practice will also give you a chance to experience your impact on others, and others' impact on you.
- Training aids include taped discrimination exercises, and videotapes for use during feedback (Interpersonal Process Recall).

## SYSTEM OF LEARNING

The course is structured, *systematic and sequenced*. It follows a critical path that creates a *cumulative acquisition of skills in successive approximation* to the tasks required in the real work environment.

- The sequence of concepts presented in training is as follows:

Listening

Understanding

Awareness of the bilateral nature of the counseling relationship

Problem solving

- Each step must be completed before moving to the next; each skill is built upon the skill preceding it.
- The cumulative acquisition of skills allows time for evaluation of skill acquisition so that prerequisite skills can be identified and strengthened if necessary. Small steps are incorporated not only in the sequencing of concepts and skills, but also in the tasks required of the learner (successive approximation).

## FEEDBACK IN THE SMALL GROUPS

Feedback is a way of helping another person or ourselves consider changing some aspect of behavior. It is a communication to a person that gives him information about his behavior and its effect on others. Feedback lets someone know whether or not his behavior is having the effect he intended; it tells him whether he is on target or not as he strives to achieve his goals. Good feedback can either confirm behavior by encouraging repetition, or correct it by encouraging a change in behavior to fit the situation.

Feedback is a message we get from others. It can be verbal or nonverbal, but it is always a signal—a smile, a clenched fist, a facial expression, a body posture, a mutter, a specific word—that tells us how we have affected others.

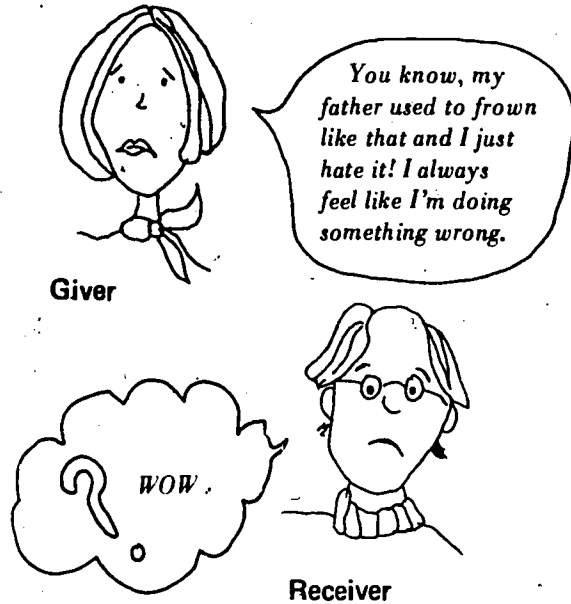
Feedback between you and your fellow group members in this training will be your most valuable learning tool. You need each other to learn. You are both trainee and trainor—not only receiving feedback from other group members about your behavior and skills, but also giving it to them when it's appropriate. You are each other's resource people. Try to give feedback as often as appropriate and feel free to ask for feedback yourself.

Feedback can be helpful or destructive, useful or useless, depending upon how and when it is given. You will be more effective as a resource person if you learn and follow some general rules for giving helpful feedback. Remember that constructive feedback doesn't refer only to positive aspects of a person's behavior or to what we liked about something someone did. Good feedback covers both positive and negative qualities, things we liked and disliked, behavior a person may want to keep and behavior he may want to consider changing.

## GUIDELINES FOR FEEDBACK IN THE SMALL GROUPS

1. Give feedback that is intended to help the receiver; do not "dump" or "unload" on someone just to have something to say.

### WHAT NOT TO DO



### WHAT TO DO

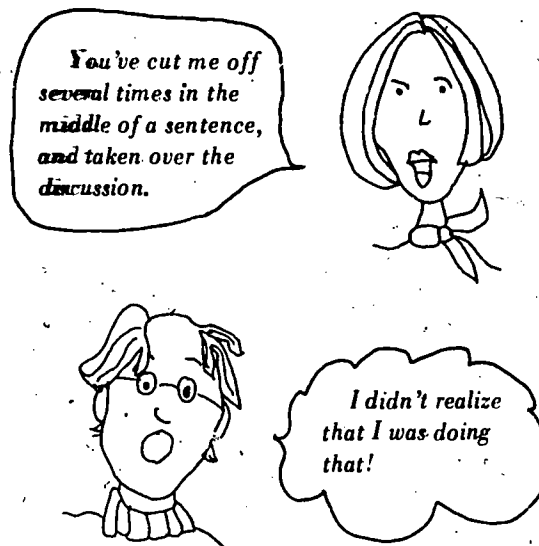


2. Give feedback that describes what the person is doing; do not evaluate him as a person.

### WHAT NOT TO DO

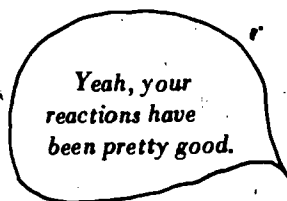


### WHAT TO DO

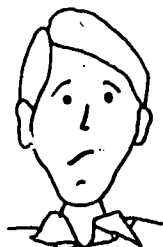


3. Give feedback that is *specific*, with clear and recent examples; do not be vague or general.

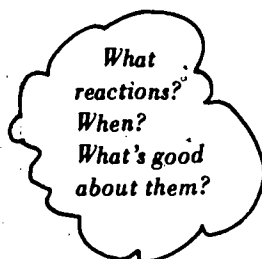
#### WHAT NOT TO DO



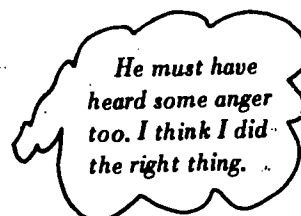
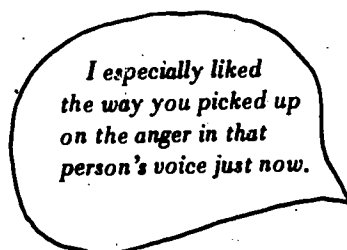
Giver



Receiver

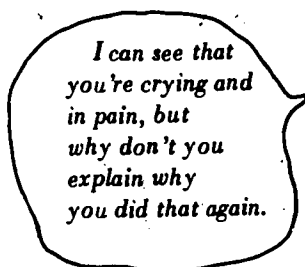


#### WHAT TO DO



4. Give feedback that is *well-timed*, as soon after the behavior as possible; do not give feedback if the receiver doesn't seem ready to hear it.

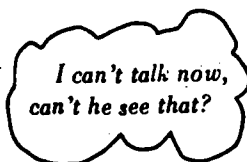
#### WHAT NOT TO DO



Giver



Receiver



#### WHAT TO DO

Wait until the receiver can hear or accept the feedback.

5. Give feedback in *appropriate doses*. Do not give more than the receiver can process at one time.

#### WHAT NOT TO DO

*I think you need to talk more loudly, look directly at the person, stop smoking so much, use complete sentences, be more sure of yourself and not be so nervous.*



Giver



*Information overload!*

Receiver

#### WHAT TO DO

*You have a tendency to not look directly at me when you're talking to me. I feel uncomfortable about that.*



*I can understand that and I can try to work on it.*



6. Give feedback that is directed toward behavior that the receiver can *reasonably* be expected to do something about.

#### WHAT NOT TO DO

*Your soft voice irritates me, I wish you didn't have it.*



Giver



*I can't do anything about it!*

Receiver

#### WHAT TO DO

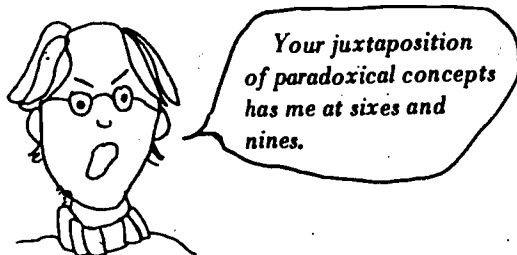
*You speak very softly and it is hard to hear you. Could you talk a little louder?*



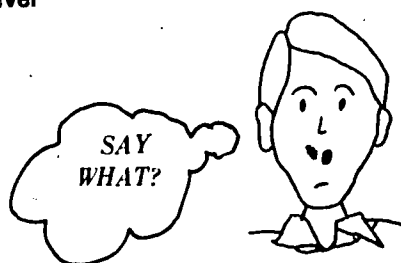
*I can understand that and I can try to work on it.*

7. Give feedback that can be *checked with the receiver* to ensure clear communication.

### WHAT NOT TO DO

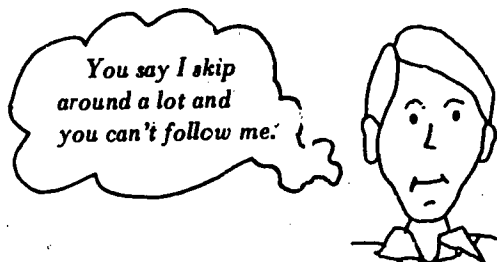
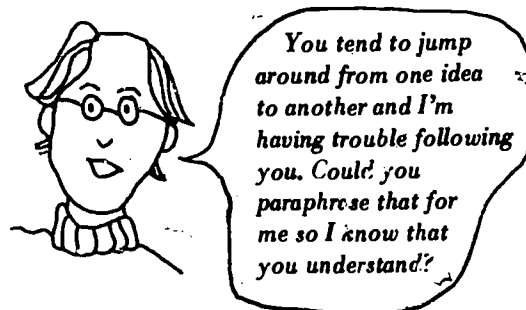


Giver



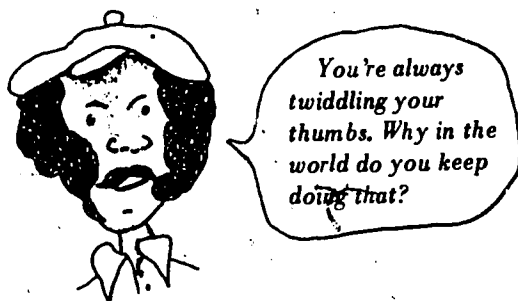
Receiver

### WHAT TO DO



8. Give feedback describing the *effect* that the receiver's behavior has on you. Avoid asking "why?"

### WHAT NOT TO DO

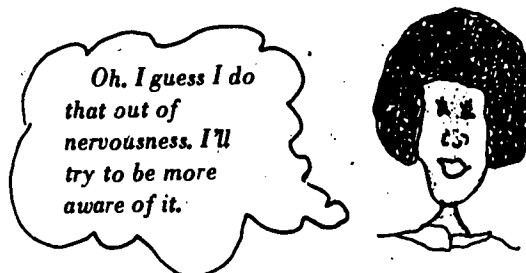
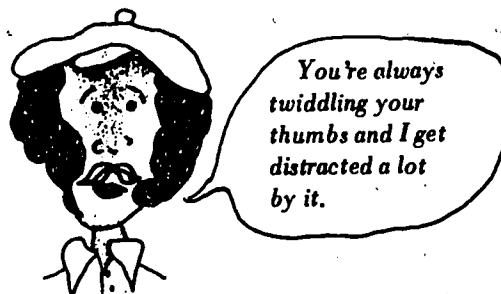


Giver



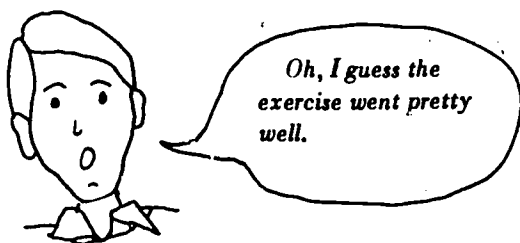
Receiver

### WHAT TO DO



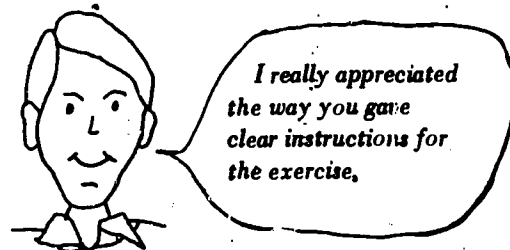
9. Give feedback *directly* and with real feeling.

**WHAT NOT TO DO**

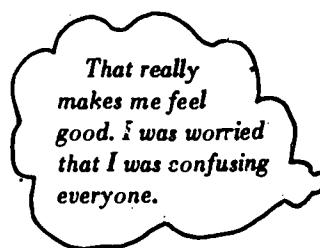


Giver

**WHAT TO DO**



Receiver



10. Give feedback that can be checked with the group for accuracy and validity.

This one is hard to draw. It means that you gather as many opinions as possible to help determine if the feedback is appropriate and useful.

## UNIT II

### EMPATHY

## **UNIT II**

### **EMPATHY**

#### **INTRODUCTION**

Unit II is designed to improve your ability to (1) listen and hear the message being communicated by a speaker (client); (2) understand that message in terms of both the stated and the implied feelings and the sources of those feelings; and (3) respond to the stated and implied feelings.

The unit also includes a module in which you will examine your own feelings when interacting with a client and explore how those feelings can both impede and facilitate the helping process.

Empathy skills will be imparted through a series of structured exercises and practiced in speaker/listener role plays.

There are seven modules in Unit II:

- Module 5: Definitions
- Module 6: Owning of Feelings
- Module 7: Responding to Feelings
- Module 8: Specific Labeling of Feelings and Sources
- Module 9: Responding to Feelings in Conflict
- Module 10: Owning of Listener Feelings
- Module 11: Interpersonal Process Recall

This unit will require about 18 hours to complete.

## MODULE 5

### DEFINITIONS

In this first section of the training program we will focus on one way people respond to the world they live in, namely with *feelings* or *affect*. Both words mean the same thing. In order to look at feelings, it is important that we define some of the concepts people often confuse with feelings, such as "situations," "symptoms," and "sources." Throughout this manual, terms will be defined as they are intended for use within this training model.

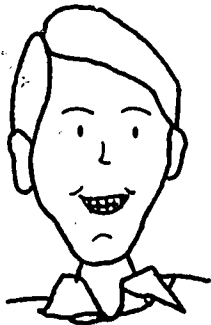
#### Definition 1

*Situations* are the events, settings, times, places, and people that make up an experience or story.



**Definition 2**

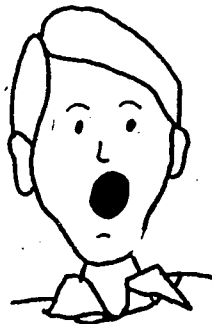
*Symptoms* are the physiological responses (i.e., things your body does) or behaviors that are your nonverbal reactions to a situation.



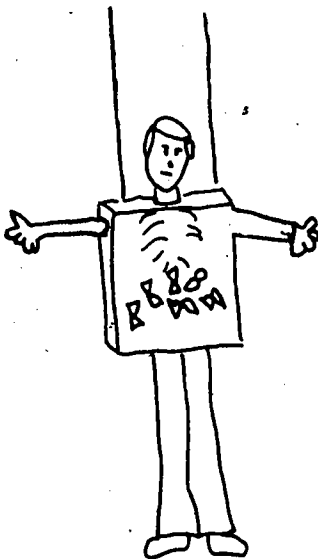
You smile.



You cry.



Your mouth hangs open.



Your stomach has butterflies.



Your heart beats hard.

Can you think of some more? (You don't have to draw them.) Share the list with your group and expand your own list from input made by other group members.

**Definition 3**

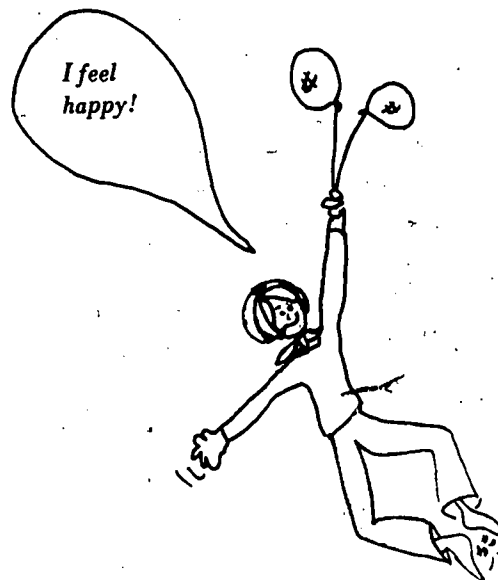
*Feelings* are the emotions that are experienced by us in a given situation, and that we describe with word labels.

Thus labeled, we have a feeling, and we can react to that feeling, understand it, examine it, and try to change it if we wish.

**Situation:**  
You've just been  
given a present.

**Symptom:**  
It makes you smile.

**Feeling:**  
It makes you feel happy.



[illegible]

Now that we know about feelings, we can consider where they come from.

**Definition 4**

*Sources* are the concerns, situations, or persons that have stimulated the feeling.

Our feelings are a response or reaction to something in our experience. We don't just suddenly and for no reason have a feeling walking down the street; feelings have sources. It is just as important to recognize what those sources are as it is to know that we have feelings.

If you think you see a similarity between "sources" and "situations," you are right. Our feelings can be caused by (1) events, places, people, or other things outside ourselves, or (2) by something inside ourselves, such as physical discomfort or pleasure, fantasies, or even another feeling! Have you ever felt selfish and then felt guilty about feeling that way?

Let's look again at our happy friend and examine the source of her feelings.

**Situation:**

She has just been given a gift.

**Symptom:**

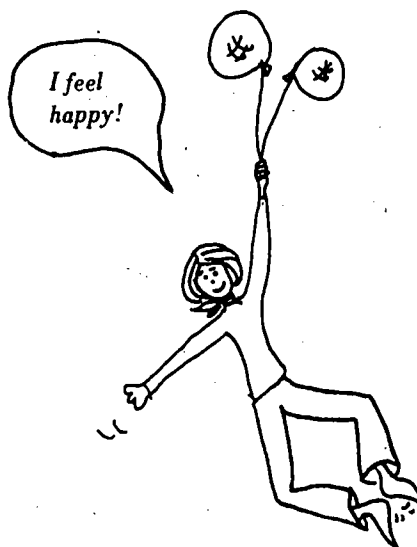
She smiles.

**Feeling:**

She feels happy.

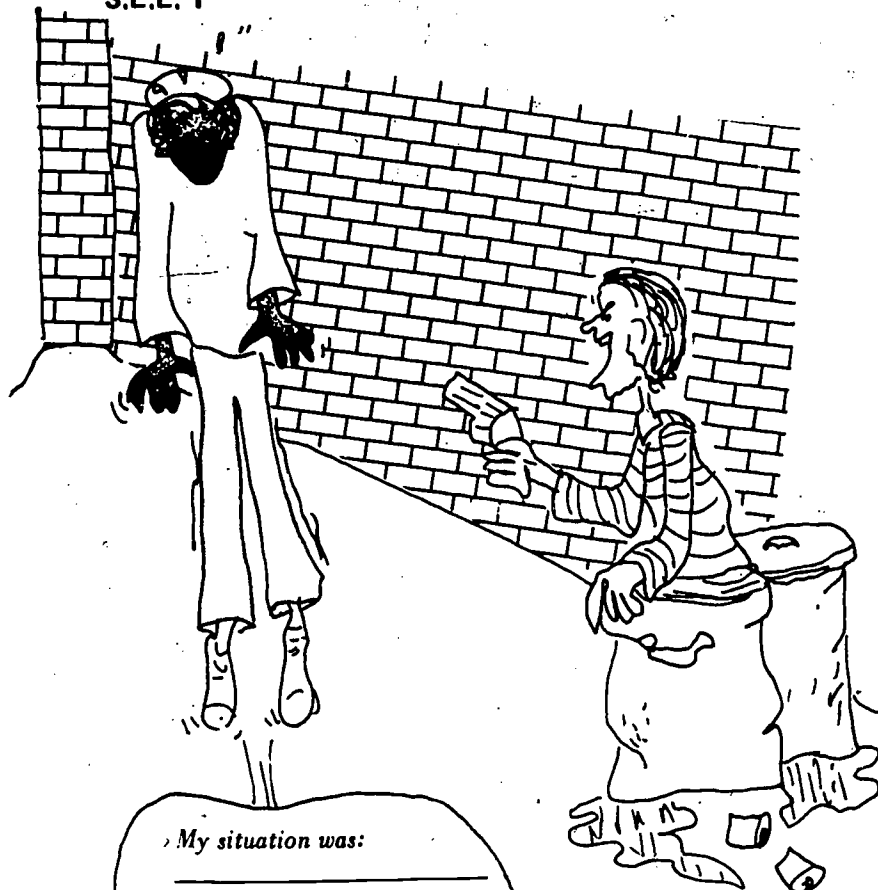
**Source:**

Someone gave her a present.



The following Self-Examination Example (S.E.E.) may be used to check your understanding of the terms just defined (The answers that you give and the answers provided in this manual should be thought of as "appropriate" rather than "correct.")

S.E.E. 1



*I was walking home last night, and I decided to take a short cut through the alley. It was dark and cloudy, so I was walking pretty fast, when all of a sudden this guy popped out in front of me. Man, did I ever jump! My heart was beating away and I started to sweat. Then he said in a really mean voice, "Hold it right there! Hand me your wallet, or I'll blow your brains out!" I was really terrified.*

My situation was:

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My symptoms were:

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*I felt:*

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*The source of my feelings was:*

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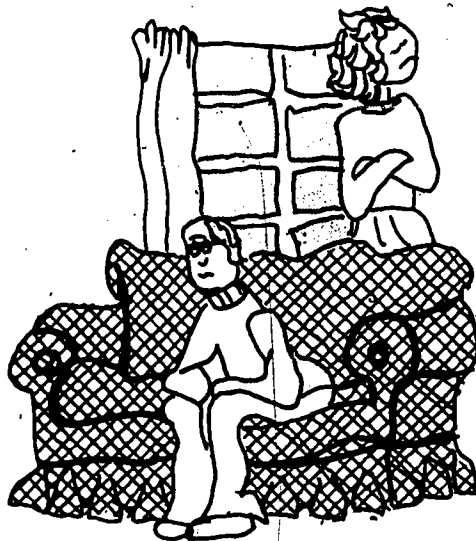
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#### **S.E.E. 1 ANSWERS**

**Situation:** nighttime, alley, robbery, etc.  
**Symptoms:** jumping, heart thumping, sweating, etc.  
**Feelings:** terrified, scared, frightened, etc.  
**Source:** being robbed, getting shot, fantasizing about being killed, etc.

## S.E.E. 2

*My girlfriend and I had a fight last night about her seeing other guys. I was trying to understand but my stomach was just tied in knots. There were a couple of times I thought I was gonna throw up. It felt like I was getting pulled in two directions at once. Part of me was really hurt by the thought of losing her and part of me was confused about what to do.*



**My situation was:**

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---

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**My symptoms were:**

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---

---



*I felt:*

---



---



---



---



*The source of my feelings was:*

---



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## S.E.E. 2 ANSWERS

- Situation: my girlfriend told me she wants to date other guys -
- Symptoms: stomach in knots, nauseous, being pulled two directions
- Feelings: hurt, confused, angry, rejected, worried, etc.
- Source: the idea of losing my girlfriend, wanting to understand and do the right thing .

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## MODULE 6

### OWNING OF FEELINGS

The first step in the helping relationship is to help the speaker clarify and explore how he feels about his problem. We have already discussed how feelings are interwoven with our total experience—feelings affect behavior and are, in turn, affected by the situations in which we find ourselves. If a person comes to you for help, it is probably because he is having a problem and is experiencing some generally bad feelings about it. Helping him understand his feelings and how they are connected to his problem will eventually give him the freedom to make decisions that will make him feel better. In order to accomplish this first step, the helper must “tune in” well enough to the speaker’s communication to be able to sort out the meaning from the story, the feelings from the facts. The helper must learn to be a true *listener*.

There’s another important reason for learning to listen for the speaker’s expression of feelings. The listener can’t begin to help a speaker understand, sort out, and deal with his feelings if the speaker doesn’t know he’s experiencing feelings, or even denies having feelings at all. Your first real task as a listener may be to help the speaker to recognize and then accept his feelings. On the other hand, if the speaker is already aware of his feelings and what is causing them, you won’t have to spend lots of time helping him get in touch with what’s going on. You can begin helping him clarify, explore, and understand his feelings.

Your first job as a listener during the *empathy* phase of the helping relationship is to listen carefully to the feelings that the speaker is expressing, in order to determine how well he is owning them. *Owning feelings* is the extent to which the speaker—

- recognizes and expresses verbally (uses word labels for) his immediate feelings;
- describes where his feelings come from;
- accepts ownership and responsibility for his feelings.

In order to assess how much a speaker is owning feelings, it is essential to have a clear idea of what it sounds like when someone *is* or *is not* owning feelings. Also, it’s important to practice listening to the expression of feelings without thinking about solutions or advice or what to say next.

We think it will help to learn these skills through a training aid called a “scale.” After reading the following scale and listening carefully to some taped examples of a speaker’s statements, you should be able to determine which speaker will need the most help in getting in touch with his feelings.

## OWNING-OF-FEELINGS SCALE

**LEVEL ONE:** The speaker does not own his own feelings by—

- *denying* his feelings or *avoiding* discussion of them;
- *detaching* himself from his feelings, and describing them as though they are not part of himself but come from outside himself, or are forced on him by other people or situations;
- *minimizing* feelings or talking about them in an abstract or superficial manner.

**LEVEL TWO:** The speaker attempts to own his feelings by—

- describing his feelings in a *vague* manner, or *distancing* them by using past or future terms;
- acknowledging his feelings but discussing them in an *intellectual* or *philosophical* manner;
- stating his feelings *without* clearly linking them to a *source*.

**LEVEL THREE:** The speaker owns and takes responsibility for his own feelings by—

- identifying his immediate (here and now) feelings *clearly* and *genuinely*;
- expressing the *intensity* of his feelings;
- specifying the *source* of his feelings.

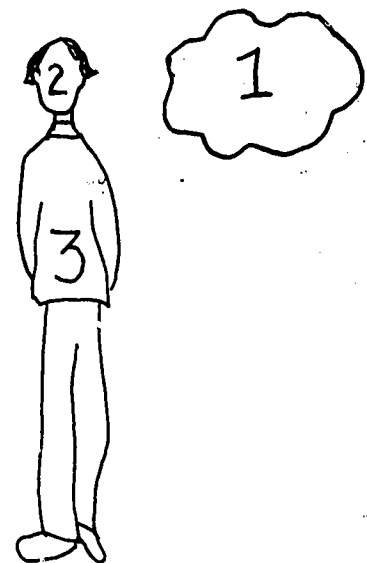
Briefly,

Level 1 is "out there in the ozone."

Level 2 is a "head trip."

Level 3 is "gut level."

Now that you have studied the scale of feelings, try another self-examination example to check your understanding of this section.



### S.E.E. 3

For each of these statements, check the appropriate level of owning of feelings.

#### Statement 1



*My girlfriend and I broke up last week. We'd been going together for almost two years, and then she met some other guy. I think she was looking for kicks or something. I really don't care though. I'm not going to let it bother me.*

Check one:

Level 1 \_\_\_\_\_

Level 2 \_\_\_\_\_

Level 3 \_\_\_\_\_

#### Statement 2

*I'm really depressed about my girlfriend's breaking up with me last week. It hurt me a lot. She dropped me for another guy. I'm really angry at her for deserting me that way. It makes me feel like I'm inadequate.*

Check one:

Level 1 \_\_\_\_\_

Level 2 \_\_\_\_\_

Level 3 \_\_\_\_\_



#### Statement 3

*I was hummed last week over my girlfriend. We'd been pretty close for over two years, then she starts seeing someone else. But I suppose that breaking up, even though it hurt at the time, is better than staying with someone you'll always be fighting with.*

Check one:

Level 1 \_\_\_\_\_

Level 2 \_\_\_\_\_

Level 3 \_\_\_\_\_



### S.E.E. 3 ANSWERS

1. This is a Level One. The speaker denies having any feelings about his break-up, for example, "I really don't care though." He even detaches feelings further by saying, "I'm not going to let it bother me," as though his feelings were a salesman he could close the door on.
2. This is a Level Three. The speaker clearly identifies his here and now feelings; for example, he uses the feeling labels "hurt," "depressed," "angry," and "inadequate." He also specifies the source of his feelings, "my girlfriend's breaking up with me" and "deserting me that way."
3. This is a Level Two. The speaker describes his feelings vaguely ("bummed"), distances his feelings by saying "was bummed" and "it hurt at the time," and then intellectualizes his feelings by saying, "breaking up is better than staying with someone you'll always be fighting with."

### Taped Exercise

Now, let's practice applying the Owning-of-Feelings Scale using the tape recorder. There's one slight difference. Instead of reading the examples, you will listen to them. You can derive a lot of information about the level at which a person is owning his feelings from listening to his voice. Is the voice happy, sad, loud, soft, halting, angry? Actually, an apology is in order, because when you're listening to a tape recorder, you can't look at the person who's talking, and consequently you miss a lot of nonverbal cues (facial expressions, gestures, body postures).

As you listen to the speaker, it will help you assess the owning-of-feelings level if you ask yourself some basic questions about what you have heard. Here is a checklist to use as a guide in your rating:

- What specific feelings did the speaker label?
- Are his feelings something that he sees as part of him, or are they "out there in the ozone"?
- Did the speaker deny feelings, or avoid talking about them?
- Is the speaker minimizing feelings by saying "sort of" or "a little"?
- Is the speaker owning his immediate feelings or is he putting them as far away as possible by talking about them in the past tense?
- What intensity do you hear in the speaker's tone of voice?
- Does the speaker relate his feelings to a source or are they free-floating?
- Does the speaker intellectualize or philosophize about his feelings?
- If the speaker is owning his feelings, are there any other feelings you can detect that aren't being specifically talked about?

## MODULE 7

### RESPONDING TO FEELINGS

Now that you've learned and practiced the skill of listening to and understanding what a speaker is saying about his feelings, the next task is to learn how to respond to a speaker's feelings. Remember what was said earlier: *"It is of little use to understand unless you communicate that understanding."*

The first skill to master is discrimination between a listener statement that responds to the speaker's feelings and (1) a listener statement that responds to situational information or facts, (2) a listener statement that is judgmental, and (3) a listener statement that suggests a solution to the speaker's problem.

#### Definition 5

A *situational response* is any response that responds only to the facts or story of the speaker's situation and ignores the feelings that the speaker is expressing.



*My parents have been fighting  
and it really hurts me to watch it.*

*My parents  
fight too, it's o.k.*

*It sounds like  
your parents  
fight a lot.*

*I don't think he heard me.*



In the first response, the listener responds to his own situation, without even considering the speaker's statement. In the second response, he responds only to the speaker's situation.

**Definition 6**

A *judgmental response* is any response that agrees or disagrees with the speaker's feelings, or criticizes the speaker because of his feelings.



*My parents have been fighting and it really hurts me to watch it.*

*You're just too sensitive.*

*Don't let it bother you. My parents fight too.*



In both his responses, the listener criticizes the speaker for having her feelings, as though she's wrong to feel hurt by seeing her parents fight.

**Definition 7**

A *solution response* is any response in which the listener (1) advises the speaker what to do about his problem, or (2) seeks information from the speaker about what he thinks he should do.



*My parents have been fighting and it really hurts me to watch it.*

*What're you gonna do?*

*Why don't you suggest that they get some counseling? It might help to resolve their problem.*



Both of the listener's responses are solution-oriented. He is looking ahead to some resolution of the speaker's problem, but is missing her immediate pain.

Solution alternatives are part of the problem-solving process, which will be covered later in this manual. Solution-oriented responses are inappropriate now since they do not respond to feelings. Besides, a listener who comes up with a quick solution at this point in the helping relationship may not even be addressing the real issue and may prevent the speaker from reaching it!



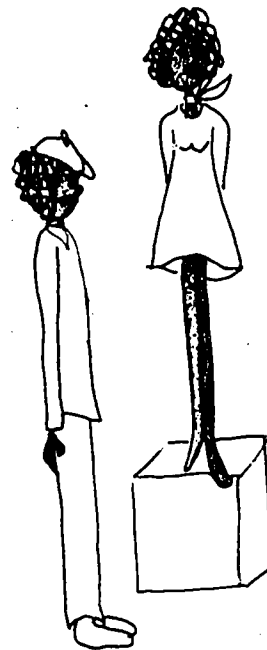
If you want to, go back to Definition 3 and your list of feeling words. It is the *feelings* a speaker presents that are of interest to us in this skill, and it is the listener's response to those feelings that we are now going to concentrate on.

Your primary objective as a listener at this stage is to communicate to the speaker that you heard his feelings, understand them, and accept them. You should communicate in a way that allows the speaker to *own* his feelings: that is, accept them as valid, understand them, and deal with them.

#### Definition 8

A *sympathetic response* is a response in which the listener communicates to the speaker that he feels sorry for him. A response that says "Aw gee, that's too bad," implies that the speaker cannot do anything about his situation, and that the listener is somehow above the speaker.

NOTE: This is *not* a helpful response: it does not facilitate the speaker's understanding of and dealing with his feelings.



### Defintion 9

An *empathic response* is a response in which the listener communicates to the speaker that he understands, accepts, and can relate to the speaker's feelings. Responding in this way places the listener and the speaker in equal, sharing roles.

**NOTE:** This is a helpful response: it facilitates the speaker's understanding of and dealing with his feelings, and also helps to build trust. The speaker knows the listener cares about his feelings.



### Definition 10

*Responding to feelings* is the process whereby the listener hears the speaker's feelings and gives them back in a positive reflective statement that lets the speaker know that the listener has heard his feelings. He "mirrors" what he has heard.



*My parents have been fighting and it really hurts me to watch it. I can't seem to do anything to help.*

*It sounds like you feel hurt.*

*I hear you saying you're hurt, but I also get the feeling you're pretty frustrated.*



Both responses are positive reflective statements.

1. Positive reflective statements can bring the speaker's vaguely expressed feelings into clearer focus. They can even help the speaker's owning of feelings by enabling him to hear the feelings he has expressed and to recognize them as his own.
2. Some ways of starting a positive reflective statement are: "I hear your. . .," "I hear you saying. . .," "It sounds like you. . .," "What I'm hearing is. . .," "You sound. . .," etc.
3. Note that the listener could have said, "That must be painful for you,"—showing he has really *heard* her by being able to match "hurt" with another label.

In the first response, the listener has mirrored the speaker's feeling label "hurt." In the second, he is also picking up a feeling the speaker is not stating with specific labels, but is implying—"frustration."

#### Definition 11

*Undercurrents* are emotions the speaker may be experiencing that he has not yet actually owned—feelings that are still rumbling around in the speaker beneath the surface that he has not yet labeled or even discovered.

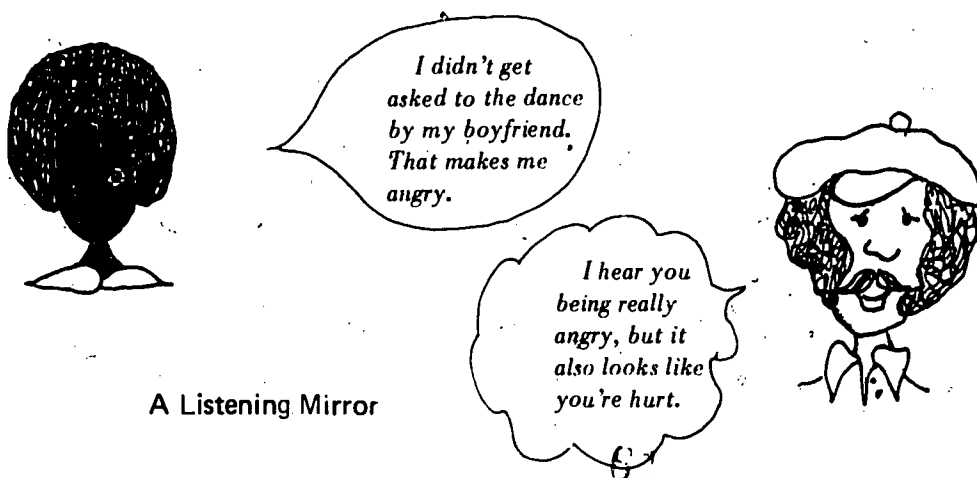
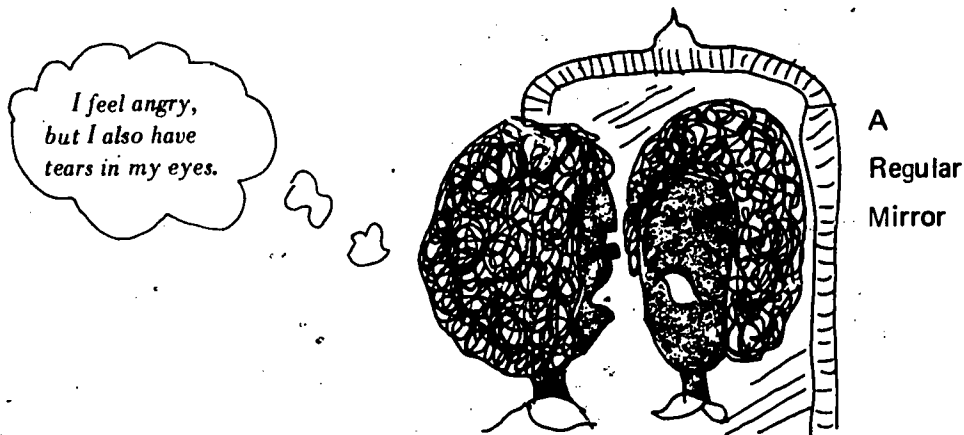
In the last example, the second response labeled an undercurrent feeling. Can you go back and find the feeling that fits this description? Being able to detect undercurrents and communicate them back to the speaker is a very useful and facilitative tool. The listener is responding to the total communication of the speaker: what is said and what is implied. It helps the speaker to examine his feelings more clearly and closely. Reflecting undercurrents can also help a speaker who isn't owning his feelings, or who is having trouble doing so.

You can get clues as to what labels to put on these undercurrents by—

1. imagining yourself in the speaker's position and trying to guess what he might be feeling;
2. trying to get a picture of what he is describing and then labeling with "feeling" words what he might be experiencing;
3. paying attention to nonverbal cues and putting labels on those emotions the speaker is showing you but not talking about.

**CAUTION:** Remember that you as a listener are trying to help the speaker talk about what he is feeling. It is *not* your job to tell the speaker what he should feel, or to tell him what you would feel if you were in his position. Nothing turns a speaker off more quickly than having his own, true feelings taken away from him, or having feelings that aren't his forced on him. When you respond to undercurrent feelings, your positive reflective statement should be clearly tentative to allow the speaker to own or discover those undercurrent feelings. Some ways of checking out undercurrents are to say "I wonder if you're also feeling. . .," "I'm also picking up some. . .," "It seems like there also may be. . .," etc.

Maybe a story will be more helpful. You know how sometimes you walk up to a mirror and look at yourself and say, "Is that really me?" For sure it is. The mirror can't make anything up; it can just reflect what is there. Well, a good listener is like a good mirror. In fact, a good listener is better, because he can give you objective verbal feedback too.



Now that you have had all these definitions, more pictures and more wordy explanations, you should have a strong enough foundation to understand the *Responding-to-Feelings (R.T.F.) Scale*.

## RESPONDING-TO-FEELINGS SCALE

**LEVEL ONE:** The listener does not facilitate the speaker by—

- *denying* speaker's feelings, putting them down, ridiculing, *judging*, or offering quick *solutions*;
- responding only to the *facts*, the situation, or the storyline;
- *ignoring* the speaker's *feelings*.

**LEVEL TWO:** The listener facilitates the speaker by—

- *reflecting* the stated feelings of the speaker, using the same or similar words;
- maintaining nonverbal behavior that is *attentive* to the speaker;
- *accepting* the speaker's feelings by being nonjudgmental.

**LEVEL THREE:** The listener facilitates the speaker by—

- responding to stated feelings and to *undercurrent* feelings that the speaker has implied but has not clearly stated;
- acknowledging the *intensity* of the speaker's feelings with appropriate nonverbal behavior;
- responding to *nonverbal* cues from the speaker.

11-7-73

The examples below should help you learn how to rate the different levels in the Responding-to-Feelings Scale.

### R.T.F. Level 1

*All my friends are smoking marijuana and I'm scared to try it. But it seems like when I don't use it, my friends don't like to be around me.*



*Well, ya know, it's not a dangerous drug. Why don't you use it?*



This listener is responding at a Level One. He has not recognized any feelings the speaker stated, but instead, he has responded to the situation. He also gave the speaker advice as a quick solution. Most likely, the speaker would be turned off.

### R.T.F. Level 2

*All my friends are smoking marijuana and I'm scared to try it. But it seems like when I don't use it, my friends don't like to be around me.*

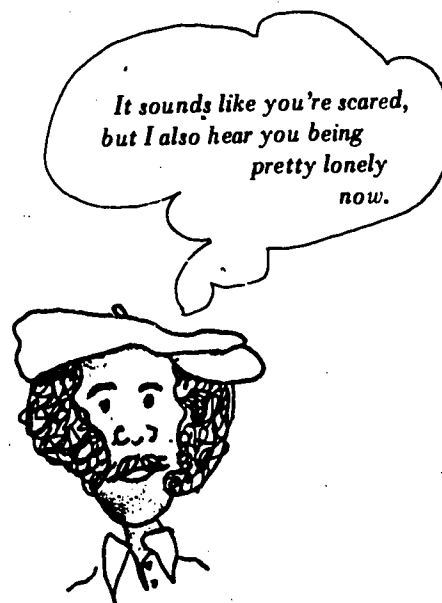
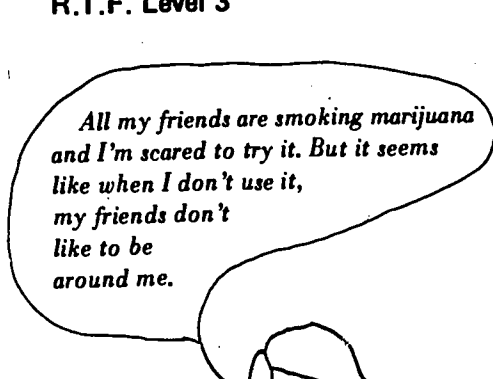


*It sounds like you're pretty scared.*



This listener is responding at a Level Two. He has *reflected* (remember the mirror) the stated feeling of the speaker (scared) and done so in a nonjudgmental way. (Note: The opposite of nonjudgmental is judgmental. An example of a judgmental response is: "You're pretty dumb to be that scared." This is *not* a helpful response; it is a punishing response.)

### R.T.F. Level 3



This listener is responding at a Level Three. He has responded to the speaker's stated feelings (scared) and labeled additional *implicit* feelings (undercurrents going on in the speaker that he hasn't labeled) in the speaker's statement (loneliness).

### Taped Exercise

You are ready now to practice applying the Responding-to-Feelings Scale. Listen to the examples on the tape recorder. You will hear a speaker presenting a problem. This will be followed by three separate listener responses that you will be asked to rate according to the R.T.F. Scale. You will repeat this process twice, and then you will be asked to make your own response to some prerecorded speaker statements.

**S.E.E. 4 (optional)**

This is an extra practice for people who would like to reevaluate themselves on their discrimination when responding to feelings. If you don't need it, skip it.

The following presents a speaker's problem and the three responses demonstrating different levels of responding to the speaker's feelings.



Wow, I'm really uptight. I've been going ~~with this girl~~ for six months and I want to break off the relationship. I just don't know how. I'm really confused and when I tried to talk to my old man about it, he just shook his head and turned on the T.V.

Fill in these blanks before going on to the responses:

1. The speaker's situation is \_\_\_\_\_.

2. The speaker's *stated* feelings are—

a. \_\_\_\_\_

b. \_\_\_\_\_

3. The speaker's *implied* feelings (undercurrents) are—

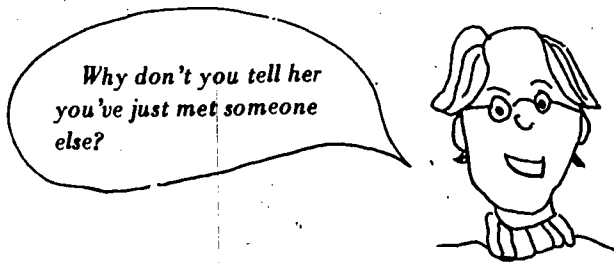
a. \_\_\_\_\_

c. \_\_\_\_\_

b. \_\_\_\_\_

d. \_\_\_\_\_

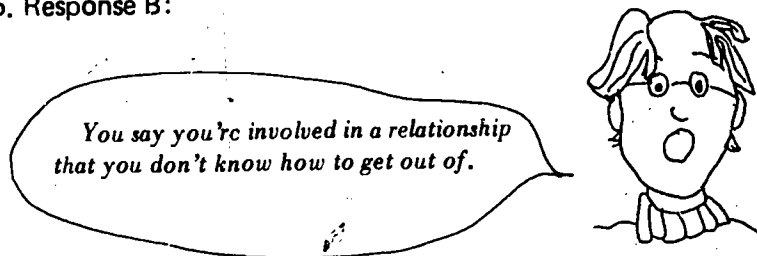
4. Response A:



Which of the following answers describes this response? The listener—

- a. responds to stated feelings of the speaker, mirroring the same words with similar words;
- b. denies speaker's feelings by putting speaker down, giving advice, ridiculing or coming up with quick solutions;
- c. accepts the speaker's feelings (doesn't state or imply that the speaker has the *wrong* feelings or that the feelings are unimportant);
- d. both a. and c.

5. Response B:



Which of these answers describes this response? The listener—

- a. doesn't respond to speaker's feelings;
- b. gives quick solutions;
- c. responds to facts and information;
- d. all of the above.

6. Response C:

*I hear you saying that you are really confused. I'm also wondering if you're feeling hurt and rejected because your father didn't pay attention to you.*



On what level is Response C? The listener—

- a. denies speaker's feelings by coming up with a quick solution;
- b. responds only to the storyline and ignores stated feelings;
- c. responds to the speaker's stated feelings, and picks up some undercurrents, "hurt and rejected."

S.E.E. 4 ANSWERS

- 1. not knowing how to break off with his girlfriend and being ignored by his father
- 2. (a.) uptight  
(b.) confused
- 3. afraid, anxious, rejected, lonely, helpless
- 4. (b.) The listener comes up with a quick solution.
- 5. (c.) The listener responds only to the speaker's situation.
- 6. (c.) The listener responds to the speaker's stated feeling (confused) and picks up on undercurrent feelings of hurt and rejection.

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## MODULE 8

### SPECIFIC LABELING OF FEELINGS AND SOURCES

In the module entitled "Responding to Feelings," we likened a good listener to a good mirror, reflecting the speaker's feelings so that he can recognize, understand and begin to deal with them. In this module, you will learn skills to help polish that "listening mirror" well enough to give the speaker an even clearer reflection of his feelings. By focusing on the speaker's feelings that are most important to his immediate concern, using specific language, and linking the feelings to their source, your response will help the speaker sort out and clarify his feelings and identify exactly where they come from.

There are three parts to this skill: (1) responding to sources of feelings; (2) specifically labeling feelings and sources; and (3) focusing on feelings most important to the speaker; we'll take them one at a time.

#### Definition 12

*Responding to sources of feelings* means responding to the concern, situation, or people that have stimulated the speaker's feelings.

Remember that one of the gauges indicating how clearly the speaker owns his feelings is whether he identifies the source of his feelings. As a listener, your task will be to respond not only to the speaker's feelings but also to their source.



*I'm really worried about my brother. He drinks every day now and he's just not himself anymore. I wish I knew how to talk to him.*

*It sounds like you're really worried about your brother's drinking. I'm wondering if you also feel confused about how to help him.*



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11-8-1

The listener has correctly reflected the speaker's worry about his brother's drinking so much. Notice too that the listener picked up on an undercurrent feeling ("confused") and tied it to a source ("how to help him"). Reflecting undercurrent feelings is even more helpful if you can include the source in your response.

**Definition 13**

*Specific labeling of feelings and sources* means responding to the speaker's feelings and sources using language that is precise, clear, and specific—not vague, abstract, and general.

This helps the listener to bring the speaker's vague descriptions into clearer focus.



*I'm really bummed about my grades.  
I guess I can just write off college.*

*It sounds like you feel  
kind of bad about that.*

*It sounds like you feel really  
disappointed about getting poor  
grades and worried that you might  
not get accepted to college.*



In his first response, the listener labeled the speaker's feeling and source with the general, vague words "bad" and "that." He even said "kind of" when the speaker owned the intensity of her feeling by saying "really."

In the second response, the listener has used specific labels (disappointed, worried) to reflect back the speaker's vague feeling ("bummed") and has used specific language to respond to the source.

Here are some good examples of both abstract and specific words:

Vague, abstract, general

blah /  
 bummed out  
 hassled  
 bad  
 upset  
 good

Specific

frustrated  
 disappointed  
 angry  
 lonely  
 worthless  
 excited

Can you think of more?

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There is a **DO NOT** in the specific labeling. **DO NOT** say: "kind of, a little, sort of. . ."  
 These words minimize the feeling you are labeling, and therefore are not specific enough.  
 (Question: Is your "kind of" the same as what another person means by "kind of. . .?")  
 Be especially careful not to combine these words with feeling words that are not specific.

**HELPFUL HINT:** Some feelings can be labeled by different words that mean almost the same thing but that vary in degree (intensity). We call these related words a continuum. For instance, consider *angry* and *sad*.

ANGRY..... annoyed — irritated — disgusted — furious

SAD..... dejected — melancholy — depressed — despondent

Can you think of others?

_____	.....	_____	_____	_____	_____
_____	.....	_____	_____	_____	_____
_____	.....	_____	_____	_____	_____

If you can learn a larger vocabulary of feeling words, most likely your specific labeling will improve.

**Definition 14**

*Focusing* is concentrating on those feelings and sources that are most important to the speaker's immediate (here and now) concern.

Obviously, you, as listener, won't help the speaker if you respond in a way that moves him away from his immediate concerns to other topics that have no bearing on his personal feelings. At other times, the speaker may describe several feelings and sources in the same statement. You will be very helpful to him if your response focuses on those feelings that are *most* important to his immediate concern.



*I think I'm pregnant, I'm really worried about what my parents will think.*

*You say you're worried about being pregnant. Is your boyfriend pressuring you to get an abortion?*

*Sounds like you're really worried about disappointing your parents by getting pregnant. . . .*



In his first response, the listener responds to the speaker's feelings, but tries to move to a topic that is irrelevant to what the speaker is saying about her parents. In the second response, the listener focuses on those feelings and sources that sound most important to the speaker's immediate concern ("worried about disappointing your parents").

### S.E.E. 5

In the listener's response, underline with one line the specific label, and with two lines the source.



YOU'RE FIRED!



Man, I don't know what my wife is gonna say about this. . . . I just got fired for being late again. I'm really upset. I'm chicken to go home.

You say you really feel anxious about telling your wife you got fired and worried that she'll be disappointed in you.



### S.E.E. 5 ANSWERS

You should have underlined "anxious" and "worried" for the specific labeling of feelings and placed two lines under "telling your wife you got fired" and "she'll be disappointed in you."

Look now at the Specific-Labeling-of-Feelings-and-Sources Scale.

## SPECIFIC-LABELING-OF-FEELINGS-AND-SOURCES SCALE

**LEVEL ONE:** The listener does not facilitate the speaker by—

- responding to the speaker's stated feelings but *ignoring* the *sources* of those feelings;
- *moving* the speaker away from his immediate concerns to *irrelevant, impersonal, or abstract* issues;
- responding to speaker's stated feelings and sources in language that is *less specific* than the language that the speaker used.

**LEVEL TWO:** The listener facilitates the speaker by—

- responding to the speaker's stated feelings but matching it to an incorrect or *inappropriate source*;
- *reflecting* the stated feelings and sources of the speaker using the same or similar words;
- *centering* on the speaker's immediate concern.

**LEVEL THREE:** The listener facilitates the speaker by—

- responding to the speaker's feelings and sources in language that is *more specific* than the language that the speaker used;
- *focusing* on those feelings and sources that are most important to the speaker's immediate concerns;
- responding to *stated* feelings, to *undercurrent* feelings, and to the sources of those feelings.

**IMPORTANT REMINDER:**

The levels on this scale are *NOT* the same as the levels on the Responding-to-Feelings Scale. In this scale, if only the speaker's feelings are labeled, the listener is at a Level One. He must *also* label the *sources* in order to be at a Level Two. In order to be at Level Three, the listener must specifically label the feelings, match them with the appropriate sources, and respond to undercurrent feelings and sources.

**Taped Exercise**

Listen to the tape recorder. You will hear a speaker presenting a concern, and then three ways a listener might respond. Make sure you understand the example before you move on. After four sets of practice ratings according to the Specific-Labeling-of-Feelings-and-Sources Scale, you will be asked to write your own responses to some prerecorded speaker statements.

**S.E.E. 6**

If you're still confused, try this; if not, skip it.

*I played poker last night and really played well. I won a lot of money from some really good players. I'm really pleased with myself, except that I burned my best friend on a couple of hands. He ended up losing a lot of dough to me. I feel kind of bad about that. I guess I was pretty ruthless the way I baited him just to get his money in the pot.*



*Fill in the following before rating the responses:*

1. What two feeling labels did the speaker use?

a. \_\_\_\_\_

b. \_\_\_\_\_

2. What are the sources for each of these feelings?

a. \_\_\_\_\_

b. \_\_\_\_\_

3. What were the feelings and sources most important to the speaker's concern?

\_\_\_\_\_  
\_\_\_\_\_

4. Response A:

*You say that you feel  
pleased about winning at  
poker but troubled because  
your friend lost a lot of  
money to you.*



What level of responding is this? \_\_\_\_\_

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5. Response B:

*I hear you saying that you're really thrilled and pleased with yourself for playing poker well but also that you feel sorry that it was at your friend's expense. I'm wondering if you feel guilty because you think you ruthlessly baited your friend.*



What level of responding is this? \_\_\_\_\_

6. Response C:

*I hear you feeling really excited but I'm also hearing some guilt.*



What level of responding is this? \_\_\_\_\_

## S.E.E. 6 ANSWERS

1. (a.) really pleased  
(b.) kind of bad
2. (a.) playing well  
(b.) ruthlessly baiting his friend
3. feeling guilty for being ruthless
4. Level Two. The listener reflects the stated feelings and sources using words similar to those used by the speaker.
5. Level Three. The listener uses specific labeling to respond to the speaker's feelings ("thrilled," "pleased," "sorry") and sources ("playing poker well," "that it was at your friend's expense") and responds to an undercurrent feeling and source ("guilty because you ruthlessly baited your friend").
6. Level One. The listener specifically labels one of the speaker's stated feelings ("excited") and even picks up on an undercurrent ("guilt"), but does not respond to any sources of feelings.

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## MODULE 9

### RESPONDING TO FEELINGS IN CONFLICT

By this time, you've learned a lot of skills to help the speaker own his feelings, clarify them, and understand where they come from. The job is not complete, however, until the speaker can explore his feelings more deeply and reach an even greater understanding of the effect of his feelings on each other and his total experience.

In our definition of sources we learned that situations in which we are involved are often the source of our feelings and that sometimes one feeling can cause another feeling. This often happens when a speaker is experiencing two or more conflicting feelings at the same time and about the same thing. For example, he may be excited and enthusiastic about a new job, but also unsure of himself and worried that he won't do well. These two simultaneous feelings also serve as the source for another set of feelings: confusion or indecision about taking that new job. Sometimes this additional feeling is the one that he is most aware of. Feelings of confusion, indecision, pressure, frustration, etc. can often be overwhelming and hinder the speaker's ability to sort out all the underlying reasons for these feelings. This complicates matters for him and makes it difficult for him to make decisions or change his behavior.

In this module, you will learn to refine your listening and responding skills in order to help the speaker deal with the problems created by his conflicting feelings.

There are three things to be aware of when dealing with a speaker who is experiencing a conflict of feelings: the situational conflict, the feelings arising from that situation, and the impact of the conflict on the speaker.

Example:



*I want to quit my job, because I can't stand working for that S.O.B. any longer. I need to get out, but there's no place to go. I've looked around for jobs, but this town's dry. It gets me down to look for a job.*

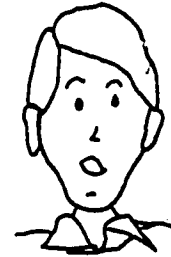
This speaker's *situational conflict* is that he wants to quit his job but doesn't know where to find another one.

*I love my boyfriend and I really care about him, but it's just too confining living with him. Our relationship is not helping me grow as a person. I want to leave, but it's hard to give him up.*



This speaker's situational conflict is leaving her boyfriend or staying with him. Her *feelings in conflict* are loving and caring on the one hand but feeling confined on the other. (The sources of these feelings are loving her boyfriend and feeling confined by the relationship.)

*I can stay in school, and that would really help me later, but this job offer is so great I can't afford to pass it up. I really dig school but I'm really excited about the prospect of being independent. I don't know what I should do.*



This speaker's situational conflict is in choosing between staying in school or dropping out to take a job. His feelings in conflict are enthusiasm about school and excitement about taking the job. The immediate effect of this conflict is to create the additional feelings of *confusion* and being *torn*. (Note that enthusiasm and excitement are pleasant feelings when considered by themselves, but that the overall impact of both together is unpleasant.) An aid to recognizing when a speaker is experiencing feelings in conflict is the word "but." Look back at each of the examples and see if the speaker uses that word.

Let's look at another speaker and determine his situational conflict, the feelings that are in conflict, and the impact that his conflict has on his experience.

*I really feel up against the wall. My wife's been hassling me about my friend Norm. He's my best friend and I really enjoy hanging out with him. But whenever I spend time with him, we stay out late drinking and carousing. My wife can't stand him though and she's starting to tell me to "choose him or me." I love my wife and it really bothers me that she's upset, I mean she's everything to me, but Norm, well, he's my partner. This is a real drag!*



Fill in the following blanks:

1. Situational conflict: \_\_\_\_\_ vs. \_\_\_\_\_

2. Feelings in conflict: \_\_\_\_\_ vs. \_\_\_\_\_

3. Sources of feelings in conflict:

\_\_\_\_\_ and \_\_\_\_\_

4. Immediate impact: \_\_\_\_\_

5. Can you pick up on any undercurrent feelings and sources that might be connected to the speaker's feelings in conflict? Can you detect any additional feelings in conflict?

\_\_\_\_\_  
\_\_\_\_\_

## **S.E.E. 7 ANSWERS**

- 1. Situational conflict:** He wants to hang out with Norm but his wife tells him not to.
- 2. Feelings in conflict:** Liking and enjoying Norm as opposed to loving but being bothered by his wife.
- 3. Sources of feelings in conflict:** He spends time with Norm; his wife is upset.
- 4. Immediate impact:** He feels up against the wall, pressured, unsure about what to do, torn between the two people.
- 5. Possible undercurrents and sources:** Resentment and anger at his wife for pressuring him to choose between her and Norm; resentment toward his wife for not understanding his loyalty to Norm or his need to hang out with a good male friend; fear of damaging the relationship with either his wife or Norm; guilt over staying out late and upsetting his wife; confinement and frustration because his wife is impinging on his freedom; and worry that he's not being responsible to his marriage.

Whew! As you did this exercise you may have found that it was difficult to put the pieces of this feeling puzzle together. Imagine the confusion the speaker might be feeling in this situation. He knows that he feels "up against the wall" and that it's a "real drag." But he may not be in touch with or be able to sort out all the different feelings and the sources of those feelings that contribute to his dilemma. Study the following diagrams and see if it helps you to visualize feelings in conflict.

Speaker feels:

*up against the wall*

torn, confused, unsure,  
conflicted, pressured\*

because

on the one hand

he likes Norm and enjoys  
hanging out with him

on the other hand

he loves his wife and  
is bothered that she  
is upset

FEELINGS  
IN  
CONFLICT

#### Undercurrent Feelings and Sources\*\*



guilt over upsetting wife

fear of damaging either relationship

anger at wife at pressuring him to choose

resentment at wife for not understanding his loyalty

confined and stifled in marriage

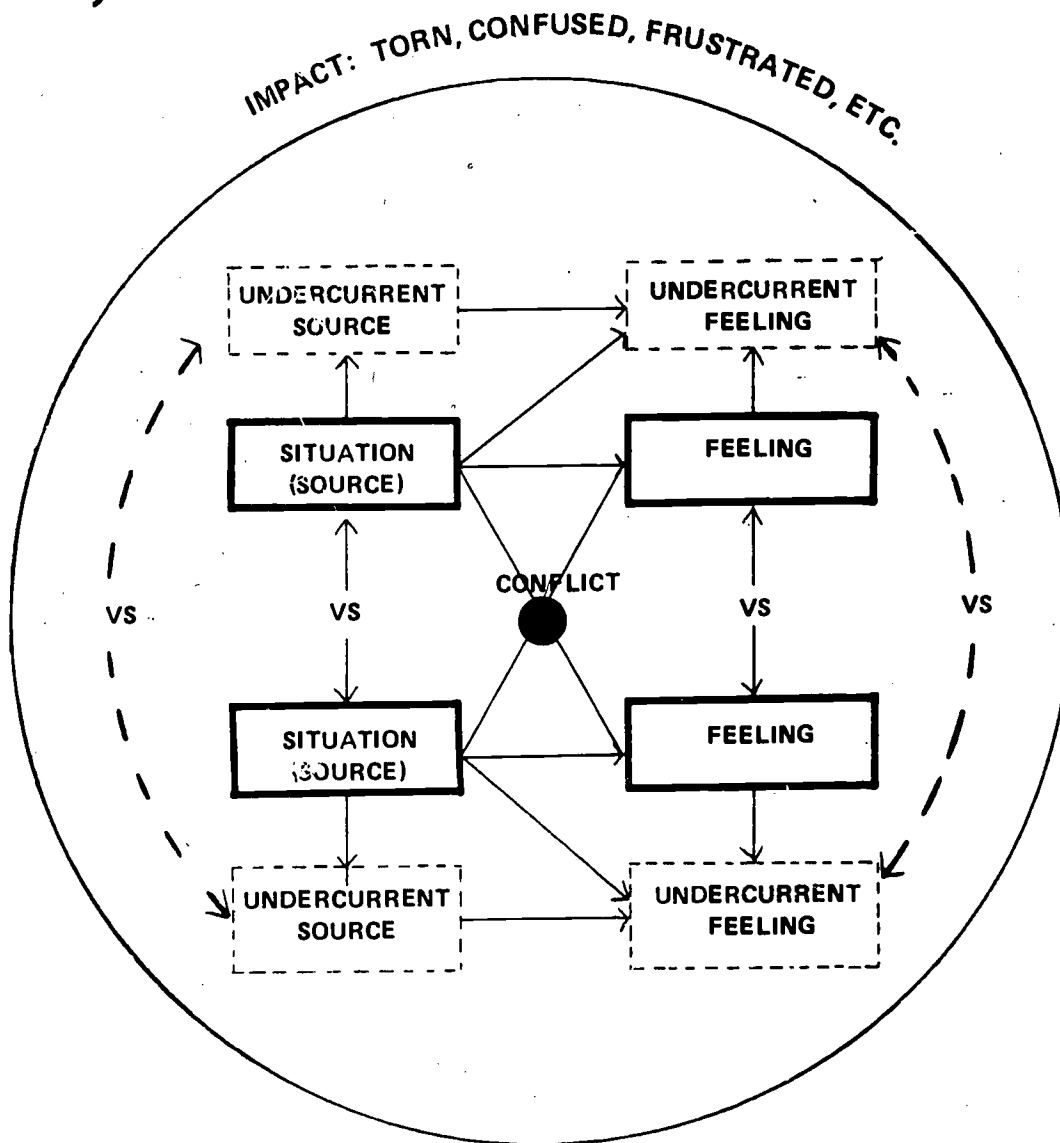
worried about being irresponsible in marriage

\*These are common feeling labels used to describe ways a speaker might feel the impact of his conflict. Notice they are more specific labels than "up against the wall."

\*\*Notice how many different layers of undercurrent feelings can contribute to, complicate, or develop from the speaker's dilemma. When responding to these undercurrents, remember that they are tentative. Check them out in a way that permits the speaker to own or disallow them.

8.2

11-5-5



Thus the entire situation creates—is the source for—the feelings of being torn, confused, frustrated, etc. Conflicting feelings can arise from one situation or source, or from two or more situations or sources.

Now look at the scale that describes ways to respond to the speaker's feelings in conflict. Remember that you will be most helpful to the speaker if you can make a response that helps him sort out and clarify his feelings in conflict, and understand the immediate impact of those feelings.

**IMPORTANT REMINDER:**

The levels on this scale are not the same as the levels on the Responding-to-Feelings and Specific-Labeling-of-Feelings-and-Sources scales. By this time you should have learned to respond to *feelings* and *sources*. In this scale however we are concerned with the more difficult task of responding to the speaker's *feelings in conflict*. If only one of the speaker's feelings and sources are labeled, the listener is at a Level One. He must at least respond to the speaker's feelings in conflict in order to be at a Level Two or above.

## RESPONDING-TO-FEELINGS-IN-CONFLICT SCALE

### LEVEL ONE: The listener does not facilitate the speaker by—

- acknowledging the speaker's feelings in conflict but *judging* one feeling to be more right or wrong than the other, taking sides, or giving advice;
- responding to *only one* of the speaker's feelings in conflict;
- recognizing the speaker's conflict but responding only to his *situational* conflict or generalizing to examples outside the speaker's personal world.

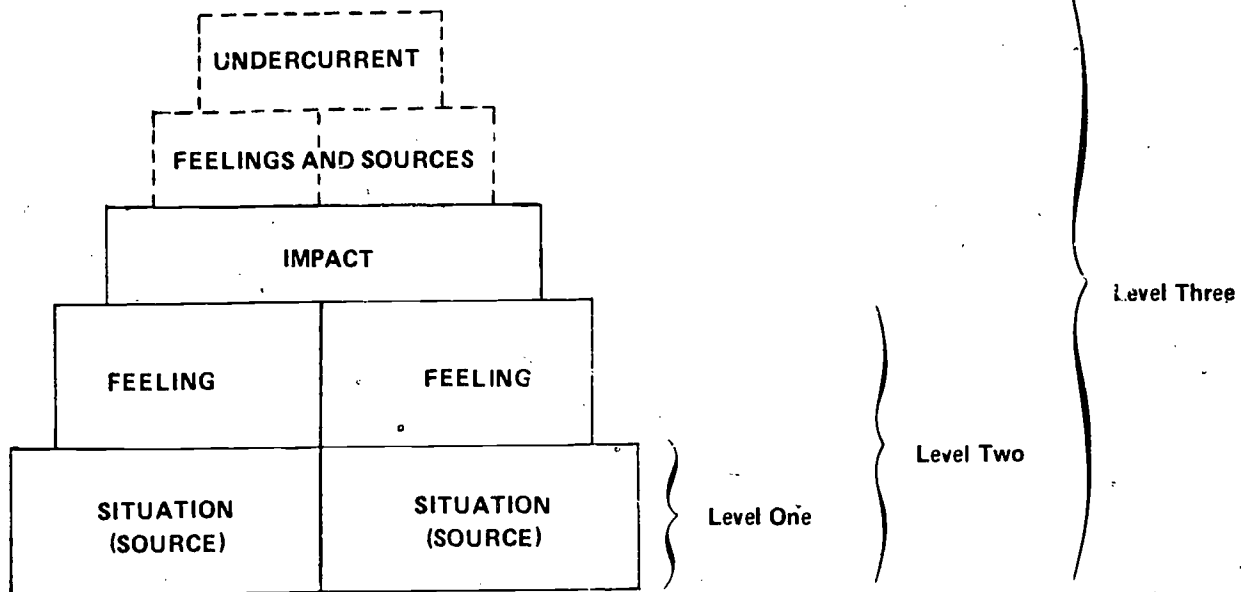
### LEVEL TWO: The listener facilitates the speaker by—

- responding to the speaker's *feelings* in conflict but not to the source(s) of those feelings;
- *reflecting* the speaker's feelings and source(s) in conflict, using the same or similar words;
- *responding* to the speaker's feelings in conflict and their source(s) by using examples the speaker has described.

### LEVEL THREE: The listener facilitates the speaker by—

- responding to the speaker's stated feelings in conflict and to the source(s) of those feelings using language that is *more specific* than the language used by the speaker;
- responding to the *impact* of the speaker's conflict;
- responding to *undercurrent feelings* and source(s) that the speaker implies but does not clearly state.

Another diagram may be helpful:



Level One: respond to situational conflict

Level Two: respond to situational conflict (source) and feelings in conflict

Level Three: respond to situational conflict, feelings in conflict, and impact of conflict *and* possibly check out undercurrents

### Taped Exercise

Listen to the tape recorder again and rate listener responses according to the Responding-to-Feelings-in-Conflict Scale.

S.E.E. 8

Extra Practice: If you don't need it, skip it!

*This scene is driving me crazy. It seems like the thing to do these days is to go to somebody's house, get drunk, do cocaine and then space out. We don't even seem to talk to each other. My friends love it and so does my husband. But we don't really have the money it takes to support that kind of play, and we'd sure be out of it if we ever got busted. What am I going to do? I don't even like what it's doing to me or my husband. He's losing weight and acting really strange and irritable more and more. It's like we're possessed. I'm afraid to say I want to stop going. My husband would hit the ceiling—or maybe he wouldn't, and I would just find myself sitting home alone.*



1. Response A:

*I can see you're in a bind, but I think you're really smart to consider the consequences of your actions. Many people struggle with the same problem: they like the high at first, then they start to worry about how dangerous cocaine can be.*



What level of responding is this? \_\_\_\_\_

2. Response B:

*It sounds like you really feel trapped. You're disappointed about the way you, your husband and your friends interact when you do coke and even scared about the consequences, but you feel afraid and uncertain about how to tell your husband. I also hear you feeling really vulnerable right now in your relationship with him.*



What level of responding is this? \_\_\_\_\_

3. Response C:

*On the one hand you're hassled by this scene but on the other hand you're afraid to do anything about it.*



What level of responding is this? \_\_\_\_\_

## **S.E.E. 8 ANSWERS**

1. **Level One.** The listener recognizes a conflict but doesn't respond to the feelings in conflict. He also judges by taking sides and agreeing with her, and generalizes to experiences outside the speaker's personal world ("Many people. . .").
2. **Level Three.** The listener responds to the stated feelings and sources in conflict using more specific labels, responds to the impact the feelings in conflict have on the speaker, and checks out undercurrent feelings and sources that the speaker implies.
3. **Level Two.** The listener responds to the speaker's feelings and sources in conflict using the same or similar words.

## MODULE 10

### OWNING OF LISTENER FEELINGS

In all the skill building we have done so far we have been concentrating on your helping role as a listener. You have learned to focus on the speaker and what he is saying about his world—his feelings, sources of feelings, and feelings in conflict—in order to facilitate the speaker's clarification process. Now, we are going to focus on *your* feelings as a listener. Often, we overlook the fact that the listener also has feelings that enter into the helping relationship. Just as your responses have an impact on the speaker, what the speaker says sometimes has an effect on you.

#### RECOGNIZING LISTENER FEELINGS

You have probably experienced some different kinds of feelings as you have listened to the speakers so far. For example, did you ever "tune out" a speaker, find yourself not liking a speaker, or want to make the speaker feel better instead of reflecting his painful feelings? Each of those experiences could stem from feelings that were stimulated in you by something the speaker said.

The first step in owning listener feelings is to be able to recognize your feelings and understand where they come from. If this sounds familiar, you may recall the Owning-of-Feelings Scale, in which you learned to listen to a speaker owning his feelings. This process can give you added insight about the experience a speaker has when he is presenting a problem to you.

#### Taped Exercise

As practice in OLF we're going to ask you to close your eyes and pretend that the person on the tape recorder is talking directly to you. Try to get in touch with any feelings you may be experiencing and determine where they're coming from. After the tape recorded statement we will ask you to OLF (it might be helpful to review the Owning-of-Feeling Scale) and share your feelings with the group. Only by openly expressing your feelings and honestly exploring them will you get a good idea of how well you can own your feelings.

Remember that you don't have to feel a certain way. Each person may have different feelings stimulated by the same speaker. Also, right now you don't have to *do* anything with your feelings except own them. The following questions may help you in OLF.

What is the speaker saying?

What impact is the speaker having on me?

What am I thinking?

What am I feeling?

What kind of feeling labels can I put on those emotions?

What are the sources of those feelings?

Have I ever felt that way before?

Do I want to say anything to the speaker?

## LISTENER ROADBLOCKS

Now that you have had some practice in the first part of OLF—recognizing feelings and understanding where they come from—you're ready for the next step. When what a speaker is saying has an impact on you as a listener, it is sometimes difficult to keep listening, hear the speaker accurately, or respond effectively. We call this a listener *roadblock*.

Suppose a speaker is talking about a problem with his parents and you as a listener have the same kind of problem.

*I really don't think my parents love me. They always put me down when I try to talk with them.*

*They must love you! .*

*That was a defensive response. I wonder what's going on with me?*



Do you think a listener roadblock caused this Level One defensive response?

By being able to recognize your feelings as a listener and the roadblocks they create, the response could go like this:



*I really don't think my parents love me!  
They always put me down when I try to talk  
with them.*



*There are knots in my stomach. I wonder  
why?*

*Ah ha! Whenever anyone talks about his  
parents it reminds me that my parents do  
that and it HURTS!*

*It sounds like you really feel hurt  
when your parents don't listen to you.*

Can you tell the difference? In the listener's first response, he wasn't able to get in touch with his feelings and become aware of his listener roadblock before he responded. In the second case, he was able to recognize his feelings (hurt and defensive), see the roadblock they created, and move around it. He listened to the rumbling in his stomach and then was able to respond to the *speaker's* feelings instead of his own.

#### S.E.E. 9

1. Sometimes as a listener your own feelings get in the way of hearing what is going on in a speaker. Put the following steps in the order that best describes how you as a listener can tune into what's happening to *you*, so that you can recognize your feelings and see where they come from.

- A. What are the sources of my feelings?
- B. What is the speaker saying to me?
- C. What impact is the speaker having on my emotions?
- D. What are the feeling labels that I am putting on those emotions?
- E. What do I want to say to the speaker?

2. Why is it good for me as a listener to be in touch with my own feelings? Is it so that I can—
- A. have an idea of the process that a speaker goes through when presenting a problem?
  - B. take the focus off the speaker's problem and get into my own problem?
  - C. keep my own problem from turning into a roadblock for the speaker?
  - D. Both A and C.

#### S.E.E. 9 ANSWERS

1. The correct order is B, C, D, A, E.

What is the speaker saying to me?

What is the impact the speaker is having on my emotions?

What are the feeling labels that I put on those undercurrents?

What are the sources of my feelings?

What do I want to say to the speaker?

2. Both A and C are correct. A good listener understands the process of owning of feelings and knows how to identify his own feelings so that they don't get in the way of listening to the speaker.

#### ROADBLOCK MOVERS

The most difficult skill involved in Owning of Listener Feelings, after recognizing your feelings and the roadblock they create for you as a listener, is moving around the listener roadblocks whenever they occur. Sometimes you will decide to share your listener feelings with the speaker. At other times you may recognize your feelings but choose not to share them with the speaker. The criterion you should use is the extent to which your expressing your feelings will enhance or retard the helping relationship. To do this you will have to assess the effect of the roadblock created by your listener feelings.

When the listener in our second example recognized his feelings he was able to set aside the listener roadblock and respond effectively to what the speaker was saying about her feelings, *without* expressing his feelings to her. Sometimes, however, a listener roadblock will have a significant enough effect on the listener's ability to continue that he will have to employ a "roadblock mover response."

**Definition 15**

A *roadblock mover response* is a response in which a listener moves roadblocks by (verbally) owning his feelings, without taking the focus from the speaker's immediate concern.

Let's look at some situations when it might be helpful to share your feelings with the speaker:

**Examples:**

**Roadblock Mover 1:** The listener owns feelings of confusion and asks for clarification about what the speaker has said.



"I can't seem to get out of this depression. Well, it's not a depression because... anyway, going to school and working at the same time... I never get to have, uh, well, I guess sometimes I do ok. It's just that I want to get away... not get away, just rest. Maybe I could quit school."

"I don't understand. What can I say?"

"I'm really feeling confused. You seem to be jumping around, and I was having a hard time following you."



The roadblock that **to be removed** is the listener's feeling confused.

**Roadblock Mover 2:** The listener owns his feelings of being pressured, rejected, seduced, threatened, intimidated, or attracted to the speaker. This describes the speaker's affect on the listener and how the resulting listener feelings get in the way of working on the speaker's problem.



*I want you to give me some answers right now! That's why I came here.*



*I feel like I'm getting a lot of pressure to solve the speaker's problem.*

*I'm feeling a lot of pressure from you to find some quick answers. I want to check that out with you because it seems to be getting in the way of your working on your problem.*

**Roadblock Mover 3:** The listener owns feelings created by identification with the speaker's concern. This clears the air and keeps the listener from focusing on his own feelings or problems.



*I just don't know what to do. My daughter—she's only sixteen—has a drinking problem. I don't know whether I should keep punishing her or try to understand her more. It just breaks my heart when she comes home drunk.*



*Wow! That's happening with my sister. I don't know what to do either.*

*That puts me in touch with a lot of pain. I have that problem with my sister. I can really hear you feeling heartbroken over your daughter's problem and confused about how to help.*

**Roadblock Mover 4:** The listener owns feelings that are a result of the speaker's impact on her in order to help the speaker gain additional insight into her immediate concern.

(Caution: The listener must use good judgment in this case. She must have enough data from her interaction with the speaker to know that her perception is valid and helpful. She should also avoid deep, analytical approaches.)

Let's look at a very short one-act play.

(Assume the listener knows a lot about the speaker including the fact that she has been a call girl and that she tends to dress in what could be regarded as a seductive fashion.)

Speaker: *I'm having a lot of trouble on my job. The men I work with keep coming on to me and it really makes me uptight.*

Listener: *I hear you saying that you're distressed by the way your male co-workers relate to you.*

Speaker: *Yeah. I don't feel like they have any respect for me. I want this job to turn out for me but I feel threatened and insecure because I'm afraid my boss—she's a woman—is going to fire me because all the men keep flirting with me.*

Listener: *You say you're afraid that you'll be fired because the men flirt with you. I wonder if you feel helpless to change that situation.*

Speaker: *Yeah. I don't know how I can ice all that funny stuff and still keep a good working relationship going.*

Listener: *You know, I feel very attracted to you myself sometimes because of the way you dress and relate to me. I wonder if you can see any connection to your situation at work.*

By sharing his feelings about the speaker, the listener gives her additional data to understand her situation more clearly.

**S.E.E. 10**

1. Which of the following are good reasons to OLF?

- A. The speaker is having an impact on you as a listener that prevents the relationship from focusing on the speaker's problem.
- B. You, the listener, think that the speaker is behaving toward you in the same way that he behaves toward others.
- C. You as a listener are confused and need more information in order to understand.
- D. All of the above.

2. Which one of the following answers is an *inappropriate* way for a listener to seek clarification from a speaker?

- A. *I'm feeling pretty confused and I guess I'd like you to help me out by slowing down a bit.*
- B. *I feel lost right now. I guess you could help me by talking about that last part again.*
- C. *You are really being confusing.*

3. Which of the following statements might the listener make in order to help a speaker focus on what's happening "here and now" between the speaker and the listener?

- A. *I'm getting frustrated because I keep thinking that this is not what you want to talk about.*
- B. *I keep feeling a lot of irritation, and it seems those feelings are coming from your wanting to label me as a "head shrinker." I would like to get that straightened out before we go on.*
- C. *I feel you shutting me out and that is making me withdraw. I think that it would be helpful if we dealt with that before we go on.*
- D. All of the above.

## **S.E.E. 10 ANSWERS**

1. (D.) If you missed this, review the description and the examples of roadblocks.
2. (C.) The statement by the listener to the speaker, "you are really being confusing," dumps the responsibility for the confusion on the speaker and is judgmental. Not only did the speaker come in with a problem, he now has a new one: namely, he's not even competent to talk about his problem! This response is also an example of a listener's denying his own feelings of confusion by blaming the confusion on someone else. (Check the Level One section of the Owning-of-Feelings Scale p. 11-6-2.)
3. (D.) All three responses are a way to work on an immediate roadblock between the speaker and the listener.

## MODULE 11

### IPR: INTERPERSONAL PROCESS RECALL

You have now completed all the prerecorded experiences and learned to make your own initial responses according to the scales. You have also learned to recognize your own feelings; you know that they can either present roadblocks to your responses to the speaker, or offer the speaker valuable insights into the effects of his behavior on others. Your task now will be to *combine* all the skills you have learned and *practice* them in a three to eight minute interaction (speaker-listener communication process) with a fellow group member.

#### Definition 16

*Interpersonal Process (IP)* is an interaction between two members of the group. One person, the speaker, presents a *real* concern to the other person, the listener, who tries to use the skills learned so far to listen and respond empathically. A tape recorder is used to record this interaction.

#### Definition 17

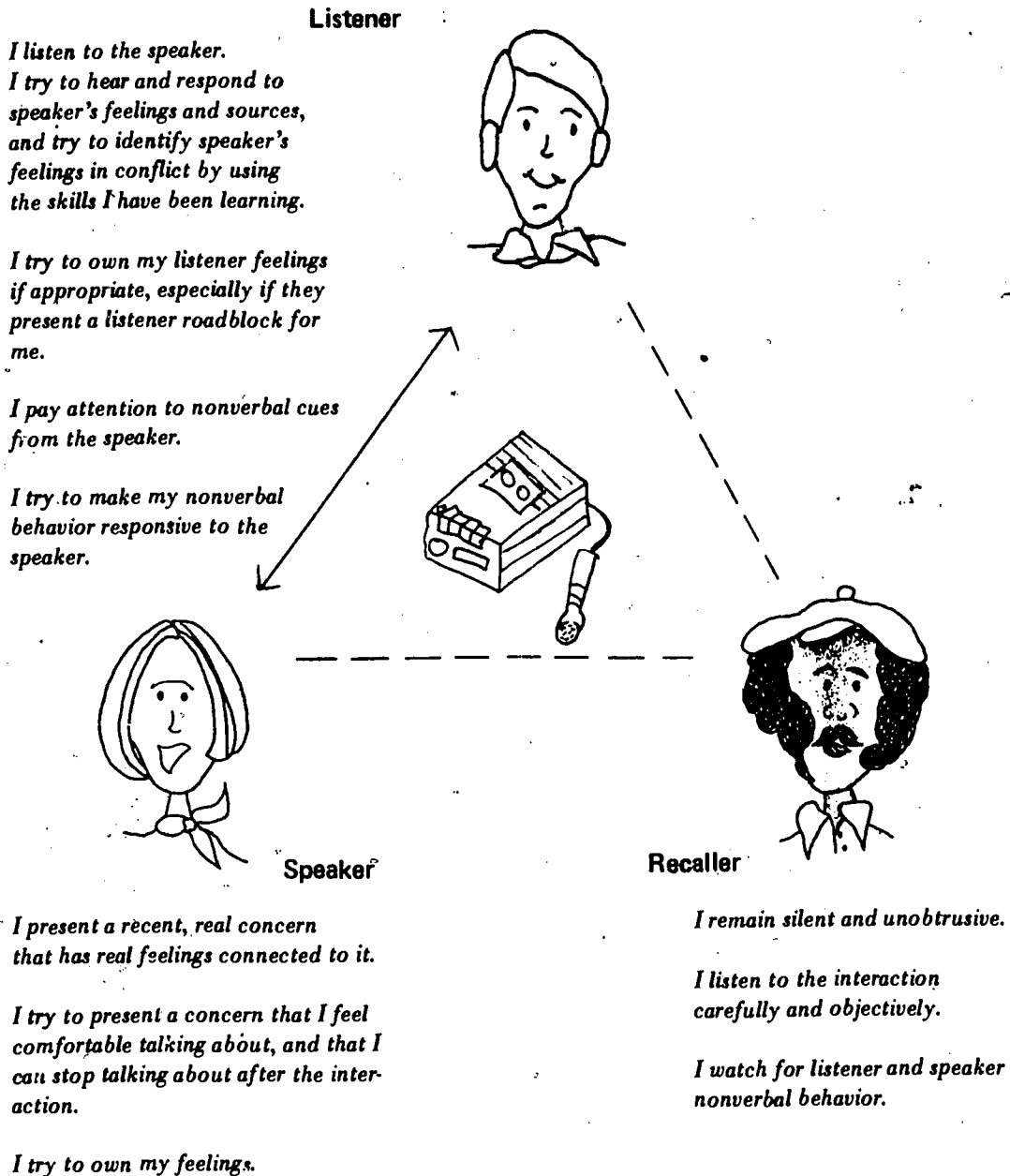
*Recall* is a process that takes place after the initial interaction. During recall the speaker and listener are joined by a third party, the *recaller*, with whom they review the interpersonal process. (This is why the interaction was recorded.) The purpose of the recall is to give the listener the opportunity to explore his listening behavior. The listener hears again what the speaker is saying and how he is responding to the speaker. With the assistance of the recaller as a guide during this exploration, the listener can recall the thoughts and feelings he was experiencing during the interaction. With the assistance of the speaker, the listener can find out if he was "in tune" with what the speaker was saying about his personal world.

**NOTE:** The tape recorder is a helpful tool in the recall process. The recorded interaction, however, will be erased after the recall so that what occurred during the IPR can be kept *confidential* within the small group. Do not reveal the concerns that people presented in your small group to anyone outside of the small group.

The IPR is a task that involves three people working at one time. Everyone in the group will have the opportunity to be a speaker and, more importantly, a listener. The trainer will be the recaller during the first few IPRs. As members of the group learn this technique, they too will have the opportunity to participate as recallers.

If you are not one of the three people working during the IPR, silently observe both the interaction and recall. After the recall is concluded, you will be called upon to give feedback to the listener about his listening behavior. Remember the "Guidelines for Feedback" so that your feedback will help the listener improve his listening skills. You might also want to take advantage of your position as "armchair listener" to recognize points you want to remember for yourself when it is your turn to listen.

## INTERACTION



**Group:** *We listen to and watch the interaction, trying to hear what the speaker is saying about her feelings and how the listener is responding. We silently formulate our feedback to the listener and save it for the feedback portion of the IPR.*

## RECALL

*I listen to the recorded interaction.*

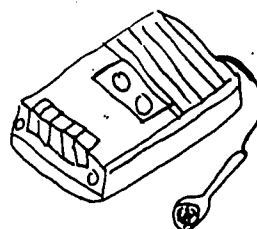
*I ask myself and try to answer the recaller's questions about:*

- *What was the speaker saying?*
- *What was I thinking?*
- *What was the speaker feeling?*
- *What was I feeling?*
- *What was the speaker doing nonverbally?*
- *What was my nonverbal behavior?*
- *How did I see myself during the interaction?*
- *How did I want the speaker to see me?*
- *What could I have picked up on that I didn't?*
- *Were there any thoughts or feelings that got in the way of my hearing or responding?*

*I stop the tape whenever I want to explore these questions.*

*I talk about these questions with the speaker, using her as a resource.*

Listener



Speaker

Recaller

*I remain silent and listen to the recorded interaction.*

*I serve as a resource to the listener as he tries to make discoveries about his thoughts and feelings during the interaction.*

*I answer the listener's questions about—*

- *how I felt about him as a listener;*
- *how his responses clarified or confused my thoughts and feelings during the interaction.*

*I focus on the taped interaction and on the listener.*

*I assist the listener as he explores his thoughts and feelings during the interaction.*

*I draw in the speaker as a resource for the listener's self-discoveries.*

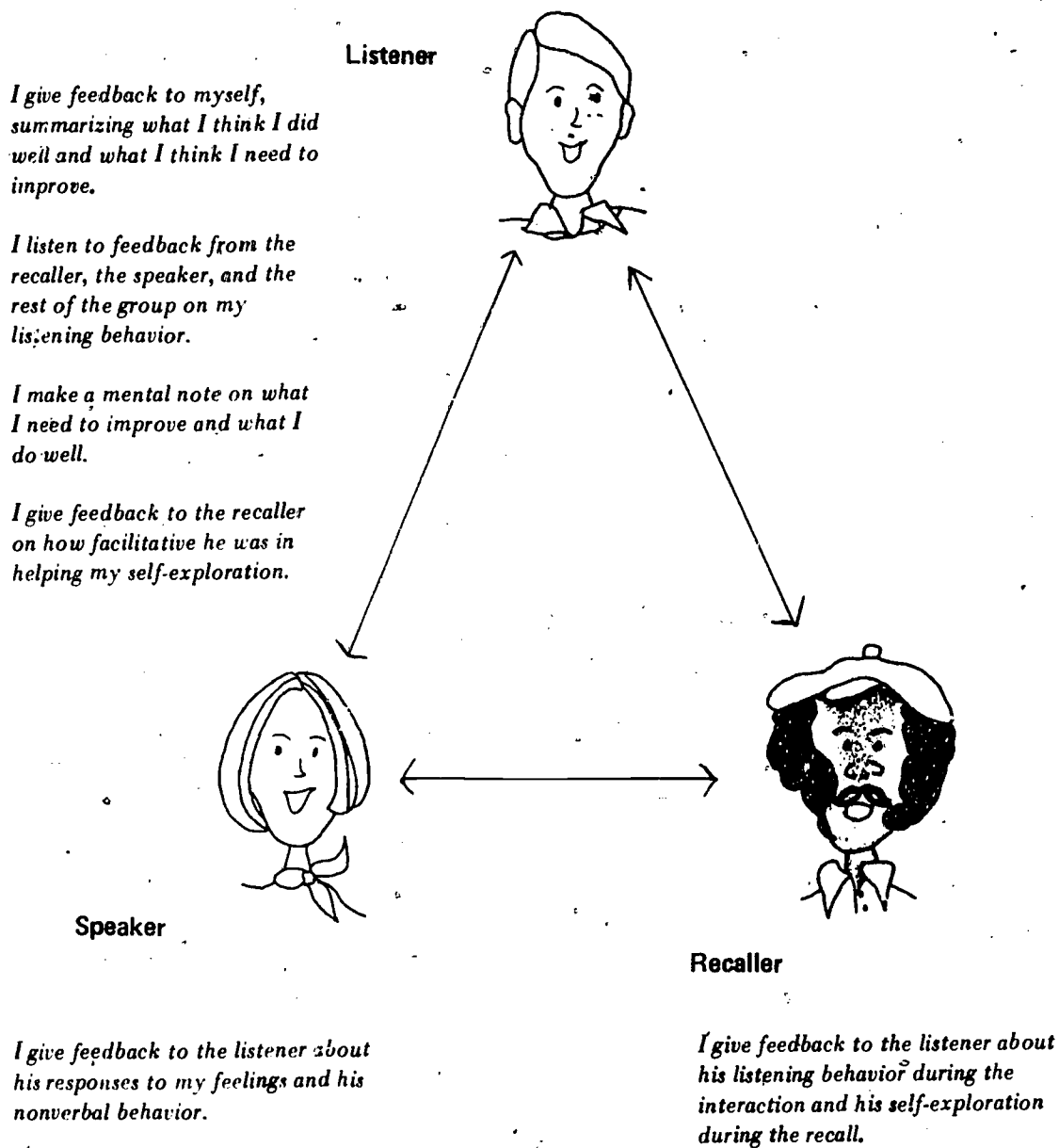
*I remain patient, interested, and neutral.*

*I initiate listener self-exploration by asking the listener open-ended questions.*

*I follow the listener's lead instead of my own agenda.*

**Group:** *We silently listen to the recall paying particular attention to the recaller and his recall behavior.*

## FEEDBACK



**Group:** *We give feedback to the listener and recaller, using the guidelines for feedback. (Don't neglect giving positive feedback for a job well done.)*

11-11-11

## LISTENER'S PERSONAL CHECKLIST

*Things I need to work on:*

Example: *I have a hard time responding to certain feelings (give examples).  
I am judgmental (give examples).  
I ask too many questions (give examples).*

*Things I do well:*

Example: *My nonverbal eye contact is good.  
I do well with conflicts.*

*Questions I have:*

## UNIT III

### ATTITUDES AND VALUES

#### INTRODUCTION

The focus of the preceding unit, *Empathy*, was on the first phase of the helping relationship, in which the listener facilitates the speaker's exploration and clarification of his feelings. The second phase of the helping process explores another set of dynamic forces—the speaker's values—and the dimension they add to the speaker's world. By helping the speaker to examine his perceptions of the world around him and to integrate those perceptions into his life, you give him a better understanding of the way in which his feelings, thinking, and behavior fit together. Thus, the foundation for *Problem Solving* is laid: the speaker has enough information about the forces at work in a given situation to decide upon a course of action to solve his problem.

For instance, if a speaker says, "I'm really worried about not getting accepted to medical school," the feelings and sources seem clear. Beyond that surface level source, however, something else may be at work. What does medical school represent to the speaker? Could the speaker's values make "not getting accepted to medical school" a source of anxiety?

Consider the speaker who says that she believes in legalized abortion and freedom of choice: she thinks that raising a child at this point in her life would interfere with her goal of becoming a junior member in a law firm, but feels indecision, fear, confusion, and guilt about aborting her pregnancy. What could her feelings indicate?

Before you are able to understand what a speaker is saying about his values, whether his values are involved in a given situation, and whether he recognizes their effect on him, it is important to learn what it sounds like when a speaker is expressing values. Before we do this, we will first focus on another type of motivation—attitudes—and how they are related to, but different from, values.

There are three modules in Unit III:

- Module 12: Attitudes
- Module 13: Values
- Module 14: Interpersonal Process Recall (Part II)

This unit will require about 6 hours to complete.

## MODULE 12

### ATTITUDES

Attitudes are sometimes confused with values. Attitudes may give you clues to a person's values, but are essentially different in terms of the impact they have on a speaker's world. Both attitudes and values influence the way in which a speaker relates to his environment: attitudes affect his thinking about or understanding of things; values more directly affect his behavior.

#### Definition 18

*Attitudes* are a collection of broad beliefs or opinions organized around a particular subject or topic that have been gained through experience.

### CHARACTERISTICS OF ATTITUDES

1. *Attitudes are shaped by our experience.* Our experiences include parent teaching, peer group pressures, media exposure, history lessons, personal relationships, etc. These learning experiences often take place subconsciously and are sometimes accepted without question as part of our culture. We learn such things as:

- Taxation without representation is wrong.
- Perspiration stains are unattractive.
- Long hair on men is sexy, or long hair on men is effeminate.
- Women are poor drivers.
- Communism is evil.

Hence, attitudes are directional in that we make decisions based on what we personally believe: for example, we decide to become a Republican, a Democrat, or a third-party advocate based on our particular political attitudes.

2. *Attitudes are indicated by the words we use to describe our experience.* Words describe our experiences and our reactions to them. "Tapes" that go around in our minds say things like:

- A good husband *should* be considerate.
- A responsible adult *shouldn't* be collecting welfare.
- It's *always better* to turn the other cheek.
- Sex before marriage is *wrong*.
- Geometry is *boring*.
- Men should *never* cry.
- The *right* thing to do when you see a mugging is to keep walking.

The words people use indicate their attitudes. Look at two possible attitudes toward sex.

**A positive attitude**

*fulfilling*

*fun*

*exciting*

*fantastic*

**A negative attitude**

*necessary*

*boring*

*scary*

*disgusting*

When words such as "right" and "wrong" or "should" and "should not" are attached to the opinions that make up attitudes, these attitudes become judgments—of ourselves as well as others.

3. *Attitudes influence our sense of role and our expectations.* They affect our thinking about other people's behavior and the way we experience our world. They can also affect how we *think* we should act in certain situations. Let's assume you have heard about a particular job opening. Perhaps experience has taught you that applying for a job is a hassle: you know that there is a certain way to dress and to carry yourself during the interview, but you find it demeaning because you probably will get rejected anyway. At the same time, you really want the job because you believe that at your age you should already have a career, and that getting this job will start you on the road to success. The words you might use to describe your feelings in this situation are *apprehensive*, *anxious*, and *discouraged* because of your negative attitude toward job interviews. However, you will probably put on that tie or pants suit and go through the interview because of a stronger motivation—the value of having that job.

## RECOGNIZING ATTITUDES

Now, let's practice recognizing attitudes in a speaker's statement. Remember that attitudes are *broad opinions or beliefs* focused on a subject or topic.

S.E.E. 11

*I really get angry at people who mess up our environment. They pollute the air and the water, they waste our natural resources, and they think nothing of throwing a can out of a car window. Why can't they realize they're heading toward self-destruction? I think we ought to take the millions of dollars being pumped into the insane war machine and use it to support the ecology movement.*



Fill in the blanks for the following questions.

1. What was the topic around which the speaker's attitude centered?

\_\_\_\_\_

There was also a hint about another topic. What was it?

\_\_\_\_\_

2. Were the attitudes positive or negative? (Use a plus or a minus sign.)

First attitude \_\_\_\_\_

Hinted attitude \_\_\_\_\_

3. Were there any feelings attached to the attitude? If so, label both the *stated* and the *implied* feelings.

\_\_\_\_\_

\_\_\_\_\_

#### S.E.E. 11 ANSWERS

1. Ecology (cleaning up the environment) was the stated topic.  
War was the hinted topic.

2. The attitude toward ecology is positive. (Key clue word: *supporting*. Key clue feeling: *angry* at people who mess up the environment.)

The attitude toward war is negative. (Key clue word: *insane*.)

3. Stated feeling: angry

Implied feelings: urgency, frustration

(You may have thought of more. Discuss them with your group.)

### **Taped Exercise, Part 1**

Listen to the Values and Attitudes Exploration Tape (Section One). You will hear a speaker's statement that reflects an *attitude*. Listen for the topic. Then decide if the speaker is expressing a positive or negative attitude (remember to listen for clue words and feelings). Check yourself by discussing your observations with your group.

### **Taped Exercise, Part 2**

Listen to the tape again. You will hear a speaker discussing personal attitudes. Your task is simply to share with the group your attitude on the *same* topic and discuss how you came to have those beliefs and opinions.

## **ATTITUDES AS ROADBLOCKS**

There's another important reason to be aware of attitudes. In owning of listener feelings, you examined the ways in which your feelings as a listener can sometimes get in the way of hearing and responding effectively to what a speaker is saying. In a similar way, your attitudes can also interfere with maintaining your role in the helping relationship. To what extent do your attitudes about certain kinds of people affect you as a helper? Consider, for example, the following situation:

A black girl feels torn because she is pregnant with her white boyfriend's baby and plans to have an abortion because she doesn't feel responsible enough at this point in her life to raise a child; at the same time she feels anxious because she wants to be able to talk to her parents about it but doesn't know how. If you as a listener have a negative attitude toward abortion, interracial marriage, or premarital sex, and allow these attitudes to get in the way, how empathic do you think your response to the speaker will be?

## **SUMMARY**

Our purpose here has been to define attitudes. Attitudes are opinions or beliefs that influence how a person perceives and relates to someone or something. They are determined by a rational process that associates an event, a person, a place or a thing with our experiences.

Sometimes, however, another more personal and immediate force is stronger than or in conflict with the force exerted by attitudes. For example, our friends may believe that it is "cool" for us to drive over the speed limit; but if we place a greater importance on safety and responsibility than on being cool, we will act according to what we value most and drive safely. This is where *values* come in: they are discussed in Module 13.

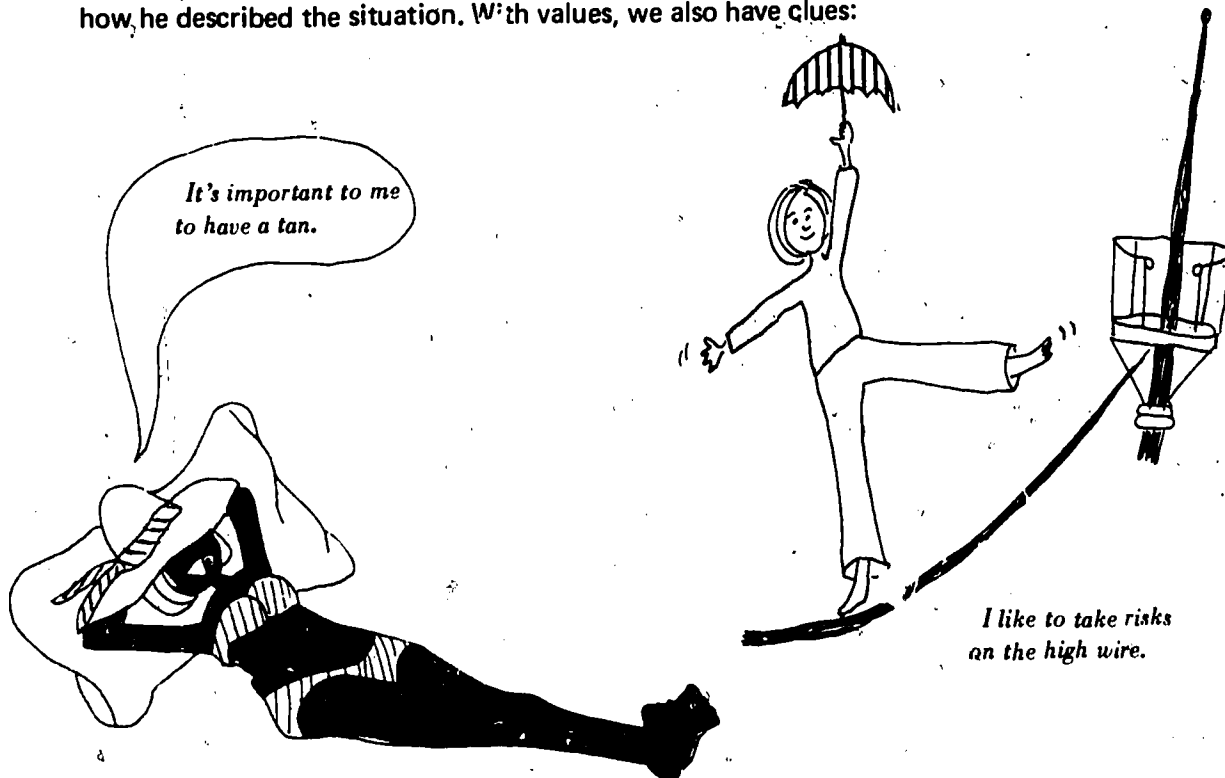
## MODULE 13

### VALUES

Now that we have learned about attitudes, we want to move to a more personal expression of what motivates people. Whereas attitudes are expressed in statements about the world or about other people, values are expressed in statements that are relevant to one's own life. For example, a speaker who says, "Everyone in this country has the right to the same standards of excellence in education," is saying something very different if she says, "Even though I believe in equal opportunity, I'm not going to subject my little girl to busing; her emotional well-being is too important to me and I'm not going to risk that." Can you tell which statement expresses an attitude and which expresses a value?

### INDICATIONS OF VALUES

How do we know when a person is expressing his values? Sometimes, the listener has to be a detective to really understand the values a person has. Just as with feelings, the speaker hasn't always clearly identified his values when they are a factor in his concern. Remember when we were trying to identify what a speaker was feeling? We looked for clues: the tone of voice, the feeling words used, getting an idea of what the speaker might feel based upon how he described the situation. With values, we also have clues:



**Clue 1:** Sometimes we attach *words* to experiences, words that give clues to values:

*I prize. . . . I cherish. . . . It's important to me that. . . .  
I like that. . . .*

or *I don't like that. . . . It's unimportant to me that. . . .*

or *That feels good. . . . That feels bad. . . .*

What other phrases are there that indicate values?

**Clue 2:** Sometimes we designate *symbols* to represent our values. We invest a lot of energy pursuing, attaining, or protecting these symbols because of their importance to us. Here are some expressions of value through symbols:

- *It's important to have a suntan.*
- *My relationship is something I prize.*
- *I like to take risks.*
- *I just have to be able to own a house of my own.*
- *If I don't get that job I don't know what I'll do.*
- *I really want to get accepted to law school.*

What other kinds of things are symbols of values?

**Clue 3:** Sometimes a person's values are expressed through behavior. What one strives for and what one avoids show what one values.

A speaker's description of his behavior and activities might also suggest what his values are. Can you tell what values are expressed below?

- *I stayed up until 2:00 a.m. studying for my exam.*
- *I saved \$200 for my vacation but I spent it all on dope.*
- *I'm enrolling in a natural childbirth class next week.*

What other kinds of behavior are there that give clues to values?

**S.E.E. 12**

*I'm really worried. My director at the counseling center wants me to go to some management training next week. He says that it will give me some more skills and prepare me to become his deputy. I really want to do it—it's a great opportunity for me and I like the challenge. The only thing is that being a counselor is really important to me. I even come in on weekends to spend extra time with my caseload. I'm afraid I just don't have the time to take on more responsibilities and still do a good job.*



*Fill in the blanks for the following questions.*

1. What word does the speaker use to describe his values?

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2. What symbols does the speaker use to describe his values?

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3. What activities of the speaker indicate his values?

---

4. What feelings is the speaker experiencing?

---

5. Can you describe the speaker's values?

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6. Are there any other values present that the speaker hints at?

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#### S.E.E. 12 ANSWERS

1. "want to do it," "great opportunity," "really important"

2. being a counselor

3. come in on weekends, spend extra time

4. worried, afraid

5. helping people

6. doing a good job, accepting a challenge

111

## DEFINITION OF VALUE

Now that we have looked at ways that a speaker might talk about or describe his values, let's examine a value itself. Values do not pertain to abstract issues but rather to personally important issues.

### Definition 19

A *value* is the personal, relative worth attributed to someone or something that is expressed by words, symbols, or behavior, and that influences how we relate to people, places, things, and events in our lives.

Values give direction to our lives. We invest personal energy—mental, emotional, and physical—in the pursuit of what's important to us. In this way, our values are connected to our feelings, thoughts, behaviors, and environment. What we really value is reflected by our activities: we choose what we consider to be worthwhile; we act on those decisions by pursuing those goals; and we feel fulfilled when we seem to be reaching them.

## RESPONDING TO VALUES

Now you should have enough information about values to recognize when a speaker is talking about *his* values. This is important because a person's values sometimes create problems for him and complicate his situation.

When you as a listener are able to recognize and respond to a speaker's values, you can help him sort out another factor in his concern or problem situation. Later, in Problem Solving, by being able to tie everything together in a given situation, the speaker will be better equipped to make decisions about his problem.

The next step is to look at the Responding-to-Values Scale. In this scale, it is the speaker's *values* that are of primary concern. In order to make a Level Two response, the listener must respond at least to the *stated* values of the speaker. This means that the listener must respond to the speaker's values in the speaker's own terms. If you can respond more specifically to the speaker's values and to the feelings associated with them, you will be making a Level Three response. After practice you will be able to apply all the principles of responding you have learned so far: specific labeling of feelings and sources; responding to conflicts; and responding to values. Then you will be responding to the speaker's *total* experience.

### STOP

In this scale, being aware of your own values and not letting them enter into your response is *very* important. Nothing shuts off a speaker more quickly than making judgments about what he cherishes and lives for. (Remember the roadblocks discussed in the Owning of Listener Feelings section.)

## RESPONDING-TO-VALUES SCALE

**LEVEL ONE:** The listener does not facilitate the speaker by—

- *judging*, agreeing with, disagreeing with, or moralizing about the speaker's values;
- *ignoring* the speaker's values;
- responding to the speaker's values using *less specific* terms than the speaker uses or generalizing to examples outside of the speaker's world.

**LEVEL TWO:** The listener facilitates the speaker by—

- reflecting the *stated* values of the speaker by using the same or similar words;
- responding to the speaker's values but *not* to the *feelings* associated with them;
- using examples that are *meaningful* to the speaker.

**LEVEL THREE:** The listener facilitates the speaker by—

- responding *more specifically* to the speaker's values;
- responding to the speaker's stated values and checking out other *undercurrent* values that may be present but not clearly stated;
- responding to the *feelings* associated with the speaker's values.

*My father is ~~in a wheelchair~~ and I really want to help him. It ~~isn't~~ is hard to see what's happening at home. My mother yells and cries all the time and my brother never comes around anymore. I hate the way we're not close anymore. I just don't know what to do. My brother says to leave my father alone—that he won't change. But I really want him to change, to stop hurting himself and us too. I've been trying to get him to see a counselor, but he won't go.*

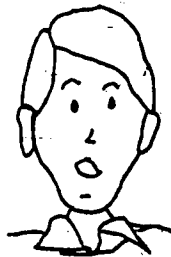


*I hear that you want everything to be okay at home but I agree with your brother—forget your old man. Your life is more important now.*



1. What level of responding is this? \_\_\_\_\_

*It sounds like it's really important to help your father so you'll all be close again.*



2. What level of responding is this? \_\_\_\_\_



*I hear you saying that you really love and cherish your father and your whole family and that it's really painful for you to see them being hurt. It sounds like it's really important to help your father stop drinking and restore that family harmony again, so you're trying to convince your father to see a counselor. You sound helpless and confused about how to do that.*

3. What level of responding is this? \_\_\_\_\_

### S.E.E.13 ANSWERS

1. Level One. The listener responds to the speaker's values using less specific terms ("you want everything to be okay at home") and judges him by disagreeing with what the speaker values, projecting his own values on to him ("your life is more important").
2. Level Two. The listener responds to the speaker's stated values using the same words used by the speaker ("help your father to stop drinking").
3. Level Three. The listener responds to speaker's values more specifically ("help your father stop drinking"), the feelings associated with those values ("love," "painful"), and checks out other values ("cherish your father and family," "restore family harmony"), and even checks out undercurrent feelings ("helpless and scared").

### **Taped Exercise**

You are now ready to practice Responding to Values (Section 1) with the tape recorder. You will hear a speaker presenting a problem. This will be followed by three separate listener responses that you will be asked to rate according to the Responding-to-Values Scale. You will repeat this process three times; then you will be asked to make up your own responses to a prerecorded problem.

### **S.E.E. 14**

Specify whether the following statements are true or false. Circle the correct answer.

1.    T    F    In a Level One response to values, a listener ignores the speaker's values, judges the speaker's values, or uses less specific terms than the speaker.
2.    T    F    A listener should be aware of his own values so that they don't get in the way of responding to the speaker's values.
3.    T    F    In a Level Two response to values, a listener responds to a speaker's values using the same or similar terms.
4.    T    F    A Level Two or Level Three response to values should be nonjudgmental.
5.    T    F    In a Level Three response to values, a listener responds more specifically not only to the speaker's values but also to the feelings associated with those values.

### **S.E.E. 14 ANSWERS**

All five statements are TRUE.

## FEELINGS, VALUES, BEHAVIORS, AND PROBLEM SOLVING

Before we consider Problem Solving, where we will help the speaker sort out all the forces at work for him in a given problem situation, it will be helpful to look at values from another perspective. When we considered "clues" to a speaker's values, we discussed symbols used by the speaker to designate his values. We might call those symbols "value objects." Often, when a speaker talks about a suntan, car, job, etc. as being important, what he is really saying is that there is something larger and more comprehensive that those objects represent. A suntan may be the symbol for health, attractiveness, or a sense of well being. In the same manner, a car or job may represent security, independence, success, or accomplishment.

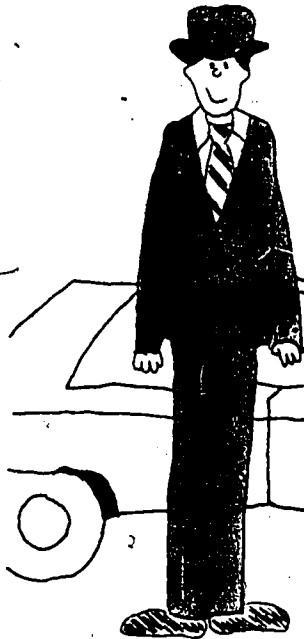
### PERSONAL VALUES

To help illustrate this we'd like you to look at some values in the context of your own life. Following is a list of common values. Select three that seem the *most* important to you at this time in your life:

- A comfortable life
- An exciting life
- A sense of accomplishment
- A world at peace
- Inner harmony
- A world of beauty
- Love
- Security
- Self-respect
- Recognition
- Friendship
- Wisdom
- Freedom
- Happiness
- Ambition
- Honesty
- Independence
- Courage
- Being capable

How are these values represented for you? How have you acted on these values recently? Have these values seemed more or less important in the past? Why?

What values are represented by these two different lifestyles? Could these symbols, or value objects, be different means toward the same end?



1. Having enough money to go to Europe each summer
2. Owning an automobile
3. Being a member of the city council
4. Owning a house in the suburb
5. Having a good backhand

1. Having enough money to take art classes
2. Owning a bicycle
3. Belonging to the Sierra Club
4. Living in a commune
5. Having a "green thumb"



It is useful to consider this perspective because a speaker's values often create dilemmas for him and complicate his situation. A speaker may select value objects that are unreachable or that seem to provide more immediate pain than pleasure. His behavior may not seem to be effectively moving him toward what he does value, so he begins to feel like a gerbil on a treadmill. His values may be in conflict with his attitudes (e.g., what he thinks he should do may be opposed to what he really wants to do) or with another value (he may enjoy the love in a secure relationship that seems to stifle his sense of freedom).

When you as the listener can help the speaker explore, clarify, and understand how his feelings, thoughts, values, and behavior are integrated and interwoven, you will be helping him attain a sense of self that he may never have had before.

## **MODULE 14**

### **INTERPERSONAL PROCESS RECALL (Part II)**

This module has the same purpose as Module 11, with the added element of responding to values. It provides time to practice all the skills, and is particularly useful for learning how personal attitudes and values affect one's ability to listen well and respond appropriately to a client.

There are no reading materials for this module; just follow the trainer's instructions.

## UNIT IV

### PROBLEM SOLVING

## **UNIT IV**

### **PROBLEM SOLVING**

#### **INTRODUCTION**

Unit IV is designed to guide you in problem solving within the helping relationship. It introduces 12 steps that are based upon the assumption that you, as listener, have responded to the speaker's feelings and values, and are now ready to help him define the problem, explore alternatives, and make and test out plans for change.

This unit contains Module 15: Problem Solving and the posttest. It will require about 6 hours to complete.

MODULE 15  
PROBLEM SOLVING



or

*how to keep the mountain from coming down on you*

The last part of the helping relationship deals with problem solving. After the listener has established rapport and trust with the speaker and has helped the speaker to understand how his feelings, thinking, values and behavior interrelate, the listener can assume a more active role by providing a structured way for the speaker to work on his problem.

The listener can begin to suggest places where the speaker's feelings, thinking, and behavior may or may not fit together. He can begin to encourage the speaker to try out new ways of behaving and can assist him in selecting alternatives to the ways he has tried to deal with his problems in the past. The listener can also share more of his own perceptions with the speaker. Helpful questions can be asked, and more information can be obtained and offered.

## STOP

The listener can take a more active part in the problem-solving process. However, his role is still *not* to solve the problem *for* the speaker. Providing solutions takes away from giving the speaker a chance to solve his problem for himself. If your solution doesn't work, then *you* have to accept the responsibility. If your solution works, the speaker can't take credit for having made the right decision.

## Phrasing Questions

There are a number of additional skills that you as a listener can use to provide structure and guidance within the problem-solving process. As you assume a more active role, it is important that you avoid coming on too strong. Skillful questioning helps the speaker to provide honest and relevant information about his problem situation; it also helps him avoid responding as he thinks you want him to respond, and keeps him from using unreal or unrelated information. Using these skills with those that you have already learned (listening, understanding, communicating, maintaining a nonjudgmental attitude) helps to maintain an atmosphere of trust and rapport.

### Definition 18

*Open-ended questions* are those that promote better rapport, are nonleading, and elicit more information. They do not call for multiple choice or yes or no answers, and do not require agreement with a point of view. They are not intended to make the speaker think that you already have the answer, or that you want him to see something as you see it. They invite information rather than demand an answer. Asking open-ended questions should be carefully managed to avoid generating irrelevant information.

Example: *What other feelings did you have?*

### Definition 19

*Close-ended questions* are direct and call for a yes or no type answer, or very limited but specific information. They ask for simple, clear answers but limit the scope of the speaker's response. Also, they prohibit valid answers such as "maybe" or "sometimes." Close-ended questions should be used carefully, sparingly, and with a specific purpose in mind.

Example: *Does your job call for your being away from your family very often?*

1??

## Definition 20

*Probing questions* are those that are used when the speaker's responses are confusing or incomplete. Care should be taken so that the speaker does not become defensive or feel threatened. Probing questions should gently push for more information without closing off communication. (These are the type of questions you used as a recaller during the IPR.)

Example: *Can you tell me more about that?*

## Guidelines for Questions

The type of question that you use will be determined by what information you are seeking and what kinds of responses the speaker is giving. There are times when close-ended questions are more appropriate than open-ended questions. The following specific guidelines should be followed, however, in asking questions during the problem-solving process:

- Ask only one question at a time.

Ask: *When did you start using drugs?*

Not: *When did you start using drugs and how has your problem been complicated since you started?*

- Keep questions simple. Use understandable language and avoid words that have double meanings.

Ask: *What would be the positive and negative aspects of this alternative?*

Not: *Can you consider the dichotomy of propitious and deleterious aspects of that trip?*

- Keep questions brief. The general rule is that a question be no longer than one sentence, with not more than one sentence preceeding it. If the question is longer, the speaker will most likely find it difficult to remember the entire question or will only answer part of it. Your first sentence may do one or all of the following: set the context for the question, provide a rationale for it, or motivate the speaker to respond to it. Here is an example.

First sentence: *Earlier you said that whenever you tried to talk to your father about this he had a negative reaction.*

Question: *What were some of the negative feelings you got from him?*

- Be specific. State the time, place or context you want the speaker to consider.

Ask: *How did you feel when your brother refused to help you pay for your son's operation?*

Not: *How would you describe your relationship with your family?*

- Ask questions in terms of the speaker's immediate experience rather than in terms of generalities.

Ask: *How did you respond when you realized that your wife resented your asking her to help in making that decision?*

Not: *How do you react to people not wanting to help you?*

- If the question asks for criticism, give the speaker an opportunity to voice the positive aspects before asking for the negative aspects.

Ask: *What are the good aspects of your telling your employer you need a leave of absence? (Wait for an answer, then ask for the negative aspects.)*

Not: *What do you stand to lose by asking your boss for a leave of absence?*

- Ask "what" or "how" questions instead of "why" questions to avoid "because" responses or responses that are vague and defensive.

Ask: *What are some of the things that cause you to avoid solving your problem?*

Not: *Why don't you solve your problem?*

- Ask questions that keep biased or built-in answers to a minimum.

Ask: *How would you describe your feelings about maintaining this problem situation?*

Not: *You seem to have some pretty self-defeating attitudes about your problem, don't you?*

- Avoid questions that ask for a simple yes or no answer.

Ask: *Have you thought about what you will do should this alternative not work out?*

Not: *Will you start using dope again if your plan falls through?*

## STOP

There are still some other things that listeners need to learn in order to avoid pushing a speaker into a corner. The following list of behavior to be avoided is for you to look at and refer to from time to time. A listener certainly can't afford to do them *most* of the time.

### LISTENER RESPONSES THAT INHIBIT BEHAVIOR\*

#### 1. Directing, Ordering, Commanding

*You must. . . . You have to. . . . You will. . . .*

#### 2. Warning, Threatening, Admonishing

*You had better. . . . If you don't, then. . . .*

#### 3. Moralizing, Preaching, Obliging

*You should. . . . You ought. . . . It is your duty. . . .*

*It is your responsibility. . . . You are required. . . .*

#### 4. Persuading with Logic, Arguing, Instructing, Lecturing

*Do you realize. . . . Here is why you are wrong. . . . That is not right. . . .*

*The facts are. . . . Yes, but. . . .*

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\*Thomas Gordon, Parent Effectiveness Training: The No-Lose Program for Raising Responsible Children (New York: P. H. Wyden, 1970).

5. Evaluating, Judging, Negatively Disapproving, Blaming, Name-Calling, Criticizing

*You are bad. . . . You are lazy. . . . You are not thinking straight. . . .*

*You are acting foolishly. . . .*

6. Probing, Cross-Examining, Prying, Interrogating

(The listener needs information, but asks too much and too aggressively.)

7. Diverting, Avoiding, By-Passing, Digressing, Shifting

*Let's not talk about it now. . . . Not at the dinner table. . . . Forget it. . . .*

*That reminds me. . . . We can discuss it later. . . .*

8. Kidding, Teasing, Making Light Of, Joking, Using Sarcasm

*Get up on the wrong side of the bed? . . . .*

*Who do you think you are, Superman? . . . .*

## **The Problem-Solving Process**

In the problem-solving process there are no scales to follow. Instead, there is a series of steps that assist the speaker in formulating solutions to his problem. Think of these steps as questions the speaker must consider before he can effectively work on solving his problem.

There are four major parts to this process and twelve sub-steps. The listener helps the speaker do the following:

### **A. Define the Problem**

1. Describe the Problem
2. Clarify the Final Goal of Problem Solving
3. Describe the Forces Working for Change
4. Describe the Forces Working against Change

### **B. Explore Alternative Solutions**

5. Identify Alternative Solutions to the Problem
6. Clarify the Reinforcements for Each Alternative Solution
7. Clarify the Punishments for Each Alternative Solution

### **C. Make Plans for Change**

8. Organize the Order of Activities to Reach the Final Goal
9. Clarify How Problem-Solving Behavior Will Be Evaluated

### **D. Prepare to Act on Plans for Change**

10. Identify the Initial Behavior Change
11. Identify the Initial Success Needed to Keep Trying
12. Develop a Contingency Plan to Handle the Failure of the Initial Attempt to Change

The four major parts of this process should be addressed separately and in order. Within each part, the sub-steps may be taken one at a time, depending upon what feels most comfortable or seems most logical.

For our purposes here, however, you will learn the specific steps of the problem-solving process in order. You will then be able to practice the process within your group and receive feedback on how well you do as a listener in this process.

## PART A: DEFINE THE PROBLEM

Learn the four steps in *Part A, Define the Problem* (i.e., find out what part of the mountain is coming down on the speaker).

### 1. Describe the Problem

By this point in the helping relationship the listener should have helped the speaker clarify both his feelings and thinking about the problem, thereby reducing an overwhelming problem to something more specific and workable. While restating feelings and thinking the listener should now also help the speaker describe what else is involved in his problem:

- The events surrounding the problem
- How often it occurs
- How long it has been happening
- The other people involved
- The speaker's behavior that leads up to or results from the problem

After the *what, when, where, and how* have been clarified, the listener and speaker have enough information to move to the next step.

**Listener:** *Let me see if I've got everything so far. You say you feel excited about the possibility for advancement by going through this training program but uncertain how you're going to be able to do that and still take care of your son. You say you're reluctant to ask your ex-wife to take care of him while you're away, because you're afraid that she will refuse.*

**Speaker:** *Yeah. It means a lot to me to move up in my job. In the past I missed a lot of opportunities because I was working to help put my ex-wife through law school. Now that I have the chance again I really don't want to blow it and I resent the possibility of my ex-wife not being willing to help me out.*

**Listener:** *I wonder if you've asked your ex-wife for help on other occasions and she's turned you down.*

**Speaker:** *Yeah. A couple of times I asked her to take care of Rodney for me and she really resented doing it. She said that it interfered with her career.*

**Listener:** *I wonder how you felt about your ex-wife resenting to do that for you.*

**Speaker:** *I was really mad. I felt resentful that she begrudged me the chance to better my career and I also felt guilty about putting my son in a situation where he was unwelcome and might bear the brunt of that animosity and resentment.*

**Listener:** *It sounds like you really care about your son and you're angry at your ex-wife because of the way she responds to Rodney as well as to yourself. What do you usually do when your ex-wife responds this way?*

**Speaker:** *I usually start an argument—telling her she's not being sensitive to me or responsible as a mother. We yell at each other a lot and the upshot of the whole thing is that one of us hangs up on the other and I end up not going to the training.*

**Listener:** *What I'm hearing is that you're anxious to take training but the responsibility for taking care of Rodney prevents you from doing that. Sounds like you feel pressured.*

**Speaker:** *Yeah. I feel the pressure of that responsibility. I guess the real problem is that I resent not having the freedom in my life to make decisions about my future. At the same time Rodney is my son and I feel some responsibility for his future and well-being also.*

**Listener:** *I wonder how you deal with all those feelings of anger, resentment, and pressure.*

**Speaker:** *It's important to me not to direct my anger at Rodney. So what I usually do is get drunk after I put him to bed and sit and stew, thinking that I should be more assertive. I'm afraid though that he sort of knows what's going on. Even though I try not to take it out on him, I know I'm testy the whole time the training is going on and I'm not there.*

## 2. Clarify the Final Goal of Problem Solving

The listener helps the speaker clarify the differences that he anticipates in his life after his problem is solved: the speaker describes how *he* wants his situation, feelings, thinking, and behavior changed. If the speaker's expectations seem too high, it's important that the listener help the speaker to realize this. After these first two steps, it might be helpful to make a problem statement—a statement of the specific problem and the final goal.

**Listener:** *I wonder if you've thought about how you'd like to see things change.*

**Speaker:** *Well, it's important for me to be able to fulfill my responsibilities as a father and part of that is going through this training so I can advance myself and make more money. I want the freedom to be able to do that.*

**Listener:** *It sounds like that would relieve some of the resentment.*

**Speaker:** *Yeah. I would start to enjoy Rodney more instead of feeling trapped and burdened by him. I want to be able to deal with my anger without sulking or drinking. I don't want Rodney to be the victim of my inability to work things out. Also, I'd like to have a better relationship with Isadora, after all she is Rodney's mother.*

## 3. Describe the Forces Working for Change

The listener helps the speaker sort out all the forces (rewards or "payoffs") for solving the problem. Positive feelings, better relationships, keeping a job, or saving money may be rewards enjoyed by solving the problem.

**Listener:** *So it sounds like if you could change this situation and resolve this problem you could have a much better relationship with your son.*

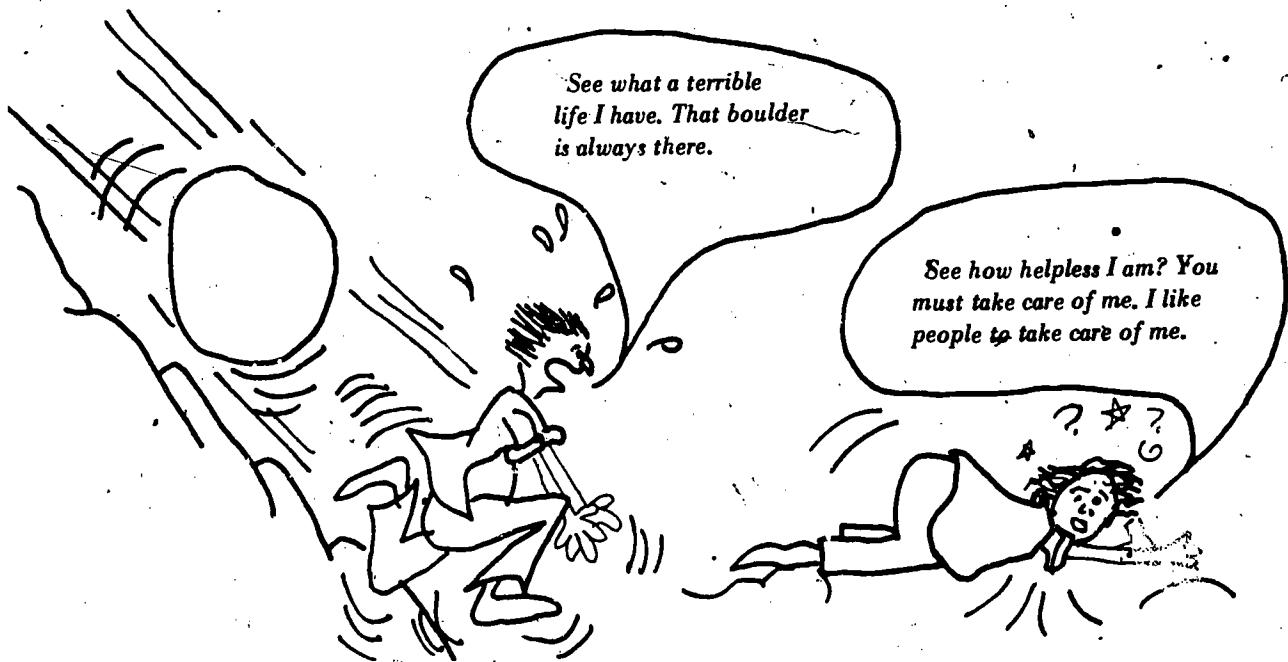
**Speaker:** *Yeah. Also, I could have more time for myself and my own satisfaction. It's really important to prove to myself that I can raise Rodney in a healthy environment and not feel put upon, overwhelmed, or pressured doing it.*

**Listener:** *Can you think of any other payoffs coming out of a resolution?*

**Speaker:** *Well, getting this training in two weeks would be a big payoff. And talking to Isadora without arguing would be a treat.*

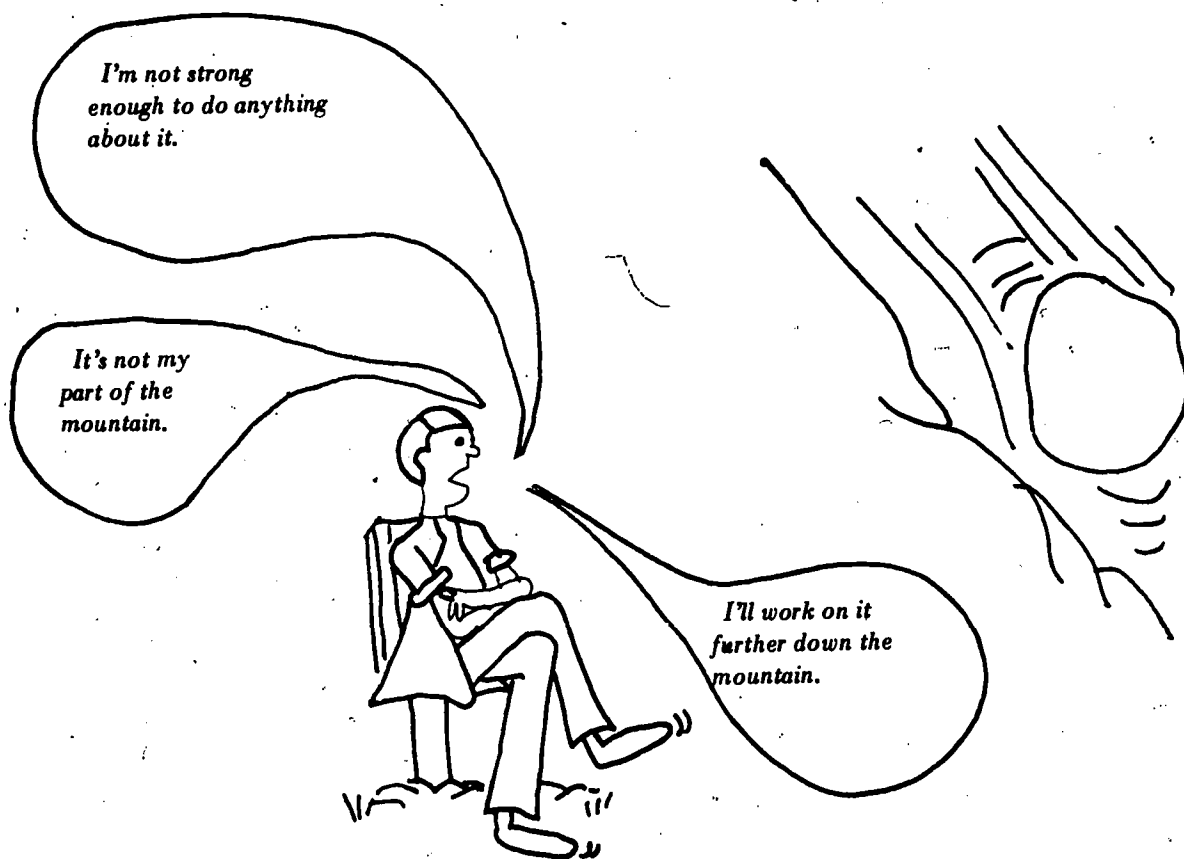
#### 4. Describe the Forces Working against Change

The listener helps the speaker sort out all the forces that prevent him from solving the problem. Indulging in self-pity, getting sympathy from others, not having to accept responsibility for oneself, or the thrill of spending money are secondary "rewards" or "habits" that may help maintain the problem. Fear of tackling the problem, having to accept responsibility, getting used to taking the bus, or having to invest time and effort are anticipated "punishments" or inconveniences that may have to be faced in an attempt to solve the problem. It is this set of forces that may forestall the speaker's working on his problem.



After these forces have been clarified and compared to the forces working for change, the speaker will have a clear idea of both the positive and negative sides of

the problem's solution. It is important to note that the speaker may realize that what he must sacrifice to resolve the difficulty is too great a price to pay for what he gets—that at this time in his life, it's not worth it. In which case he is *stuck*!



If such is the case, however, the listener may be able to help the speaker turn his focus from the larger problem to a smaller part of the problem that is more workable. Helping the speaker make a modified problem statement with a goal that is realizable may be necessary so that he doesn't lose his perspective and give up completely.

**Listener:** *You said this has been going on for some time and you've struggled with this situation before. I wonder what kinds of things get in the way of your resolving this problem.*

**Speaker:** *I tend to put a lot of blame on my ex-wife—bringing up all the past stuff that has never been dealt with. It's a lot easier for me to put blame somewhere else instead of dealing with myself.*

**Listener:** *I wonder what you get out of keeping this problem.*

**Speaker:** *For one thing, I can say, if it only weren't for this, I'd have a much better position at work.*

**Listener:** *I'm wondering if you have any feelings that get in the way of tackling this problem.*

**Speaker:** *Well, on the outside I've always appeared strong and willing to accept responsibility, while on the inside I was feeling scared and uneasy. My wife on the other hand admitted openly that she wasn't ready to raise a child. Part of my fear is admitting to her—and to myself I guess—that I need some help, I can't handle it as well as I let on. It's easy to direct the anger I feel at myself to someone else, especially someone I can blame for my lot in life.*

Once the listener has helped guide the speaker through these first four steps of the problem-solving process, the speaker should have—

1. painted a much clearer picture of his problem and made a specific problem statement to work on;
2. clarified what behavior he wants to change;
3. examined the forces that are at work for change;
4. examined the forces that are at work against change.

In other words, you are looking at the mountain (problem) through the haze. You want to know what it looks like, where the boulders are, and where on that mountain the speaker is located.

Now you will be exploring each of the four steps in two ways: first by yourself, and then with a partner. Here are your instructions for the first part of practice. Choose a personal problem that you think that you want to solve. Go through each of the four steps and fill in the blanks as honestly and clearly as you can.

**Step 1. What is your problem?**

(How does it show itself? When does it happen? Who else is involved when it happens? What is your behavior? What are your feelings about it?)

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**Step 2. What are your problem-solving goals?**

(What are the rewards you expect from changing the problem? How do you expect your situation to change? How do you expect your behavior to change? How do you expect your feelings and thinking to change?)

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**Step 3. What are the forces working for change?**

(What benefits do you expect from solving your problem? How do you expect your life to be better as a result?)

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**Step 4. What are the forces working against change?**

(What are the rewards for keeping the problem? What does it cost you? Is it worth it?)

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Now that you have completed the steps yourself, you will sit down with a partner from your group and go through the four steps again. See if your partner, acting as a listener, can help you clarify these first four areas of your problem. Then change roles and see if you can help your partner clarify the four steps that he has gone through for his problem. During your interactions, do not use the information you have written. Remember to keep your discussion focused on *just* these first four steps.

**INTERACTION TIME**

Now, gather your feedback while you can! Ask your partner to fill out the following Feedback Checklist on your role as a listener to his problem (you'll be filling in his checklist while he does yours), and then talk over how you did each step. Use your written information if you wish.

## PROBLEM-SOLVING FEEDBACK CHECKLIST

	Completely?	Appropriately?
1. Was the problem defined?	_____	_____
2. Were final goals clarified?	_____	_____
3. Were rewards for solving your problem clarified?	_____	_____
4. Were rewards for maintaining your problem uncovered?	_____	_____

**GROUP DISCUSSION TIME:** Discuss the first four steps with your group. Your trainer will help clarify and process them. When you feel as though you understand this first section, go on to the next stage of the problem-solving exercise.

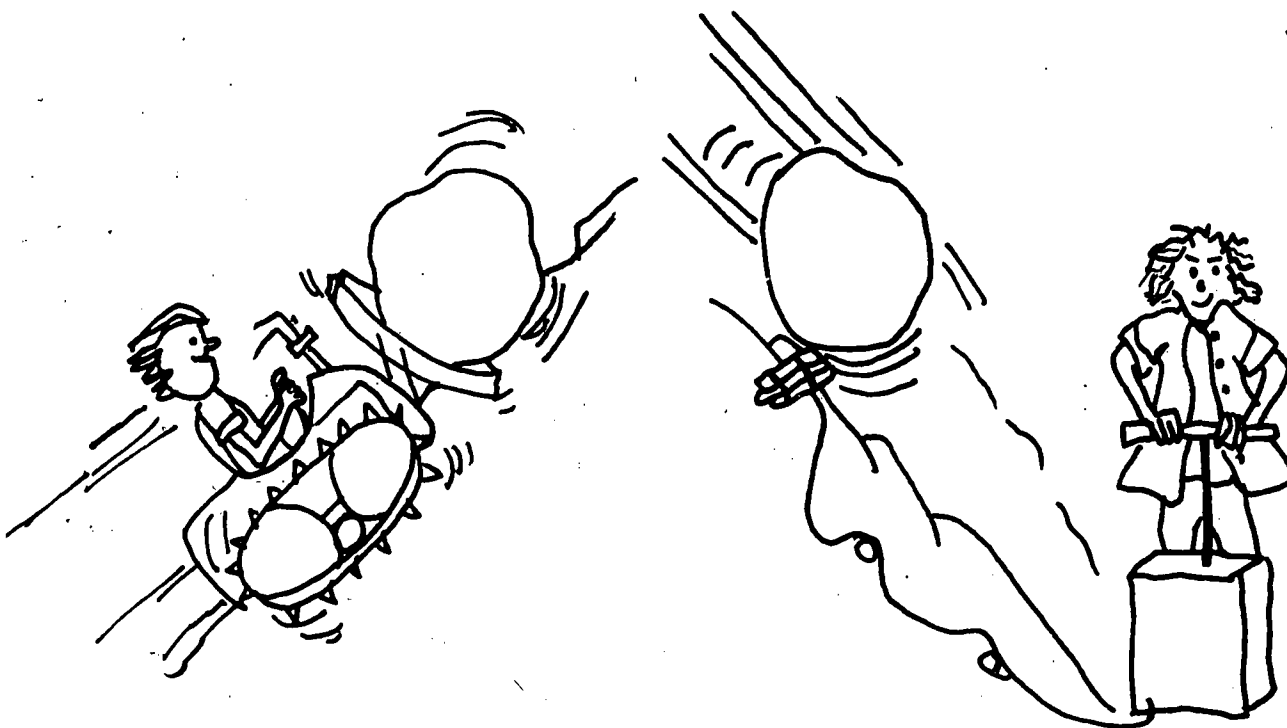
### GROUP DISCUSSION

## PART B: EXPLORE ALTERNATIVE SOLUTIONS

The listener and speaker explore the alternative solutions to the problem (or, how many different ways are there to stop that big rock from coming down on you?).

### 5. Identify Alternative Solutions to the Problem

The listener helps the speaker identify alternatives to ways he has tried to deal with his problem in the past; they brainstorm together to generate as many possible activities and ways to behave as possible. After a list of alternatives has been made, each one should be examined to determine (a) if it is possible for the speaker to perform, and (b) if it will have some affect on the resolution of the problem.



**Listener:** *Have you thought of any activities you could undertake to solve your problem?*

**Speaker:** *Well, I could sit down with my ex-wife and get everything out in the open or I could just do nothing—continue what I'm doing now but developing better ways to cope.*

**Listener:** *In what ways could you better cope with your situation?*

**Speaker:** *I could look for other resources in terms of having someone stay with Rodney. Or just resign myself to the situation but try to control my anger.*

**Listener:** *Is there anything else you might do?*

**Speaker:** *I could try to get back with Isadora, but she doesn't want a family anyway. No, I think just developing a better relationship with her would help though.*

**Listener:** *It seems that would involve changing some of the ways you interact with her now.*

**Speaker:** *Yeah, that's a two way street. I suppose if I didn't always start arguments with her, she wouldn't finish them. I'll have to start controlling my anger by not setting myself up to be on the defensive.*

## **6. Clarify the Reinforcements for Each Alternative Solution**

The listener helps the speaker narrow the choice of alternatives that he will try by examining first the reinforcements and then the punishments attached to each. Behavior reinforcers are the rewards that the speaker may receive as a result of a particular activity or behavior. For instance, a reinforcer for refusing extra work on the job could be more leisure time and fewer feelings of pressure.

**Listener:** *You've identified some possible alternative solutions. What kinds of reinforcements would you get from trying each of them.*

**Speaker:** *I'm confused about reinforcements.*

**Listener:** *Well, what are the pluses for each alternative? For instance, you said you could learn to deal with your anger. What would be good about that?*

**Speaker:** *I'd feel a lot less uptight. I wouldn't feel guilty about taking it out on Rodney.*

**Listener:** *What about some of your other alternatives?*

**Speaker:** *Well, in terms of finding other resources, that would free me up to take opportunities when they come up.*

**Listener:** *You said you could develop a better relationship with your ex-wife. What payoffs could you expect from that?*

**Speaker:** *Yeah. I would feel like I confronted and took responsibility for my part in this problem. Plus, I wouldn't have to face the agony of calling her to ask for a favor. I think Rodney would benefit from it too.*

## **7. Clarify the Punishments for Each Alternative Solution**

The listener helps the speaker examine the anticipated punishments attached to each alternative, what the speaker may suffer as a result of a particular behavior or activity. Some solutions may create obvious, additional problems for the speaker. For instance, admitting drug abuse to a company manager and asking for help may result in being fired. Also, the speaker may really be afraid of or overwhelmed by the thought of trying a particular behavior and may, therefore, choose another that he can undertake more comfortably.

**Listener:** *What kinds of punishments do you anticipate suffering by trying these alternatives?*

**Speaker:** *Finding other resources like a daycare center might be tough for me—in terms of the cost. Another thing is that I don't want Rodney to feel like he's being shuffled around.*

**Listener:** *Are there any minuses with regard to sitting down with your ex-wife and explaining your situation in order to move toward a better relationship?*

**Speaker:** *Sure. It's scary to think about admitting my limitations. What's really scary is that I don't know how she'll respond. But I'm also determined to get out of this rut. I would even feel worse if I didn't give it a try.*

Now let's practice again. This section covers *exploring alternatives*. Fill in these blanks first and then practice with your partner as you did before.

**Step 5. What do you need to do in order to change your problem?**

(List the different ways you can change your behavior that might help resolve your problem, begin with the easiest to accomplish and finish with the most difficult.)

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**Steps 6. & 7. What are the rewards and punishments that might result from trying each alternative solution?**

**Rewards**

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**Punishments**

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Now get back together with your partner for another interaction and feedback. Exchange checklists again. Ask your partner to rate you on how well you followed steps five, six, and seven as a listener. (Do the same for him.)

### PROBLEM-SOLVING FEEDBACK CHECKLIST

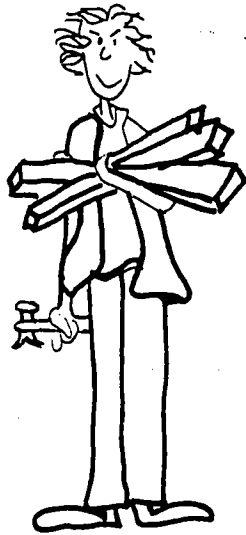
	Completely?	Appropriately?
5. Were alternative behaviors for solving the problem explored?	_____	_____
6. & 7. Were rewards and punishments attached to alternatives explored?	_____	_____

## PART C: MAKE PLANS FOR CHANGE<sup>2</sup>

We have found that understanding the problem and discussing ways to solve it are not always enough to help the speaker change. Hence, the next step is to encourage him to *make initial plans* that will help keep him motivated to change and accountable to himself.

### 8. Organize the Order of Activities to Reach the Final Goal

The listener helps the speaker devise an action plan that describes *what* he will do and *when*, *where*, and *how* he will do it in order to proceed toward problem resolution. Separating and ordering activities helps the speaker see the overall methodology in his plan and view the plan as a series of achievable steps. Describing activities in specific measurable terms will help the speaker feel accountable to each step of his plan. For instance, "I will spend *this weekend* looking for another apartment, one that I can *afford*."



**Listener:** *Now that you've chosen an alternative solution to work on, I'm wondering how you plan to carry it out.*

**Speaker:** *Well, I could tell my wife I want to take this training in two weeks. There is a real element of time involved at least with this part of the situation.*

**Listener:** *It doesn't seem that it's going to be that simple for you to just call her up and talk. I wonder if you've thought of how you're going to prepare for this.*

**Speaker:** *Well, I'm going to get drunk first. Heh, heh! No, what I need to do is to make certain what it is I'm going to say, and make certain that there's enough time to really talk.*

**Listener:** *How do you plan to do that?*

**Speaker:** *Well, I guess I have to set up a time and place that will ensure that we can talk without feeling pressured.*

**Listener:** *I'm wondering about the pressure you might feel right now about trying to resolve everything before your training in two weeks.*

**Speaker:** *Yeah. I do feel that pressure. Like I said I don't want to blow this chance. I need to settle this whole thing very soon.*

**Listener:** *I wonder if you're putting more pressure on yourself than you can realistically handle right now.*

**Speaker:** *I guess you're right. The most important thing right now is for her to agree to take Rodney for the week I'll be in training. I'll call her tonight about that and work on a long-term arrangement later.*

## **9. Clarify How Problem Resolving Behavior Will Be Evaluated**

The listener helps the speaker identify specific ways to know whether he is proceeding toward problem resolution. This includes describing anticipated outcomes of each activity so the speaker will know if his plan is producing results. Progress can be checked after the completion of each activity listed in the action plan.

**Listener:** *What needs to happen in order for you to feel like you're being successful in working out this problem?*

**Speaker:** *Well, if I can break the ice and talk to Isadora and have her understand how important this opportunity is to me without her feeling resentful or laying guilt on me, then I would feel more hopeful and confident talking to her later about the future.*

**Listener:** *You said earlier that one of your goals in solving this problem is to have a better relationship with your son. What specifically will let you know that's happening?*

**Speaker:** *I would start to actually look forward to spending time with Rodney. And my drinking would be considerably cut down too.*

Now let's practice. Fill in these blanks.

**Step 8. What activities or behavior can you list as part of an action plan?**

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**Step 9. What are some specific things that will let you know that you were successful in those activities or that behavior?**

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Join with your partner once again and take turns being a speaker and a listener. Then give each other feedback and discuss this section with the group.

### PROBLEM-SOLVING FEEDBACK CHECKLIST

	Completely?	Appropriately?
8. Were activities organized?	_____	_____
9. Was an evaluation clarified?	_____	_____

## **PART D: PREPARE TO ACT ON PLANS FOR CHANGE**

This is the final part of problem solving. This section helps the speaker think through and prepare to test his plans.

### **10. Identify the Initial Behavior Change**

The listener helps the speaker plan the most important step in his plan—the first one. This includes talking through *what, where, how, and when* the initial behavior is to take place. Also, the listener helps the speaker explore his feelings, especially fears, about proceeding with his plans to change.

**Listener:** *Now that you've decided on an approach, what will be your first step?*

**Speaker:** *I guess it's not being nasty when I call Isadora up to talk.*

**Listener:** *How will you do that?*

**Speaker:** *I'll work against being on the defensive, like calling her right away to cut down on the time pressure involved. And I'll try to be pleasant for a change. I'm afraid that she'll say no right off the bat. That might make me angry. But I'll work at not starting another argument.*

### **11. Identify the Initial Success Needed to Keep Trying**

The listener helps the speaker identify the first success that he needs in order to continue with the problem-solving process. The awareness of this success helps the speaker avoid a sense of "going nowhere fast" and also helps put the need for instant gratification into perspective.

**Listener:** *What will let you know that you are being successful with this first step?*

**Speaker:** *If she agrees to take Rodney for the week. More important it would be not blowing up if she says no.*

## 12. Develop a Contingency Plan to Handle the Failure of the Initial Attempt to Change

The listener helps the speaker consider and prepare for the possibility that his first alternative will not result in success, or for the fact that there may be some unexpected stumbling blocks along the way. It is important that the speaker have another alternative to employ so that he won't feel completely defeated and lost.

**Listener:** *If your ex-wife refuses to take Rodney, what will you do?*

**Speaker:** *This training is important to me. I would probably explore another resource or just pass up the training and call her again later. If I don't blow up and start an argument, I'll leave the door open for a possible future understanding.*

Once again, join your partner and take turns being a speaker and a listener, give feedback, and hold a group discussion. Then answer the following questions.

The final practice.

### 10. Identify the initial behavior you will change:

(What will you do? Where will you do it? How will you do it? When will you do it?)

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**11. What will make you feel as though you are making progress?**

**(How will you reward yourself when you succeed?)**

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**12. What will you do should your plans not work?**

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Now for the final interaction and feedback:

### PROBLEM-SOLVING FEEDBACK CHECKLIST

	Completely?	Appropriately?
10. Were the <i>what</i> , <i>where</i> , <i>how</i> , and <i>when</i> of the initial behavior change identified?	_____	_____
11. Were initial successes identified?	_____	_____
12. Were plans made to handle the failure of the initial attempt to change?	_____	_____

## APPENDICES

## THEORY AND RATIONALE OF THE COUNSELING PROCESS

### INTRODUCTION

The theory and rationale underlying the *Counselor Training: Short-term Client Systems* course is found in this appendix. A thorough understanding of this appendix provides the trainer with a conceptual framework for the presentation of the content of the course.

### THE HELPING PROCESS

#### Theoretical Orientation

There are many theories, techniques, and approaches to counseling and helping relationships. Some, of course, are more effective than others, but they are all based on principles of personality theory. What makes one approach more effective than another depends largely upon the type of concern presented, the demand characteristics of the situation, and the level of skill, training, and personality dynamics of the counselor as he interacts with the client.

The helping process as defined here is broadly based upon a relationship theory of counseling, and draws from theoretical considerations of Sullivan (1953), Rogers (1957), Maslow (1962), Kell and Meuller (1966), and other writers with a humanistic orientation. Underlying the theory are the assumptions that, as human beings, we not only have the need to be understood, but also the capability to understand others. With this understanding, people can then enact powerful and meaningful problem-solving processes. The need for effective interpersonal relationships is clearly summarized by Kell and Burrow (1970)

... as human beings, we need to be understood phenomenologically, or subjectively. . . the need to be understood in this way is heightened in the person seeking help with his emotional problems. At such times he has frightening feelings of apartness. . . fears of abandonment and isolation are common. . . careful listening and sensitive responses by us to these thoughts and feelings of the client help him to feel that there is someone who can know and share with him something of how he feels within himself. . . human distress is real, and must be understood and accepted as such, but it need not be devastating. Our ability to understand and perhaps to verbalize accurately the feelings of another person does not solve the problem or totally take away the distress, but it does help to rouse in him subjective feelings of hopefulness, tentative coping and thoughts of possible mastery rather than irrational despair. . . (p. 11, 12).

## **Empathic Understanding**

In establishing a relationship, it is important, therefore, for the counselor to be able to respond to the affective elements of the other person's concerns. Responding to another person's subjective experience is defined as empathic understanding—the ability to see the world the way the other person perceives it, that is, from his "internal frame of reference." The counselor makes an active effort to put himself in this internal perceptual world without losing his own identity or objectivity. This is accomplished primarily by thinking and experiencing *with* rather than *for* or *about* the client.

Regardless of theoretical orientation or approaches to counseling, empathic understanding appears to be a common variable that cuts across counseling effectiveness. A study by Kurtz (1970) suggested that clients' ratings of counselors' empathy, when compared to other measures of the same variables, were the best predictors of several different outcome measures. Hanson (1967) found that clients' perceptions of empathy, genuineness, level of regard, and unconditionality of regard in counseling groups were highly correlated with members' improvement in self concepts, growth of self-ideal, and self-congruence. McNally and Drummond (1973) found that ratings of counseling process and outcomes showed clients with high need for social approval rated their counselors as more empathic, and their counseling experiences as more satisfactory.

The theoretical formulations of Rogers (1961) and studies by Truax and Carkhuff (1967) have indicated that therapeutic change is related to the therapist's level of accurate empathy. Accurate empathy is thus presumed to be a facilitative dimension in helping relationships (Truax and Carkhuff, 1967; Carkhuff and Verenson, 1967; Carkhuff, 1969).

## **Beyond Empathy**

While empathic understanding and responding are objectives for the training program, it must be emphasized that this is not all that is needed to effect productive outcomes of counseling. Without clarification of meaning, exploration of values and attitudes, and problem solving, the helping process is incomplete and usually insufficient to fully facilitate growth and movement on the part of the client.

Empathic understanding and responding facilitate clarification and exploration of the affective dynamics of the helping process and also build a foundation of trust and rapport between the counselor and the client. Responding to meaning and values and attitudes facilitates exploration of the conflicts and confusion that often surround not only client feelings, but also client thinking and behavior. Therefore, this clarification is a vital step in the progression of the helping process toward goal setting and problem solving.

A further step in the helping process is assisting the client in formulating a clear statement of goals and objectives for problem solving, and in the planning of steps to achieve these goals. This involves assisting the client in exploring alternatives and in making plans that reflect an understanding of the consequences of sustaining old behavior or risking with new behavior.

## Characteristics of Effective Counselor Behavior

Effective counselors demonstrate behaviors that support the previously mentioned elements of the helping process. When his behavior has certain characteristics, the counselor models, encourages, and facilitates constructive and positive growth in the client. These characteristics include:

- **Warmth and Caring.** Warmth is a condition of friendliness, a showing of concern and interest, and valuing the other person as another human being. Caring is closely related to warmth, but is ordinarily more enduring and emotionally intense. It means showing a deep and genuine concern about the well-being of the other person. *Caring about* another person is often confused with *taking care of* the other person. The latter connotes taking responsibility for the other person's behavior, thereby limiting his freedom to experiment and learn from his own experiences. "Taking care of" the client may also result in a very dependent relationship (e.g., parent-child), which drains the counselor's resources and constricts client growth. During the problem-solving process, however, the counselor will take a more directive and active role in facilitating the client's exploration of alternatives and their consequences.
- **Openness.** When appropriate, the counselor may need to be self-disclosing of the impact the client is having on him. The counselor may need to be aware of and share with the client his experience of the "here and now" of the interaction, taking care to bring the focus of the response back to the client (otherwise, the counselor-client roles may reverse). In the terminology of the training program, this is called counselor "owning of feelings." Appropriate use of self-disclosure is essential in building a constructive relationship, and is closely related to the element of trust. If the counselor cannot be aware of and trust his own feelings, thoughts, fantasies, values, and attitudes, it will be difficult, if not impossible, for him to facilitate similar processes in his client.

There may be occasions when the counselor's personal dynamics interfere with or get in the way of the helping relationship. In these situations the most appropriate counselor behavior would be to "own up" to the interference and refer the client to someone else. This is particularly crucial when the client is presenting a need which goes beyond the limits of skill and experience of the counselor. "Counselor Know Thyself" is thus extended to "...and Thy Limits."

- **Positive Regard and Respect.** This implies not only respect for the other person's individuality, but respect for his worth as a person.
- **Concreteness of Expression.** This means that the counselor attempts to be specific rather than general or vague in his communication about feelings, meaning, values and attitudes, and problem-solving steps. Concreteness of expression also encompasses depth of exploration of client feelings, meaning, values and attitudes, and problem-solving goals. The more personal decision-making and life-survival skills the client has, the less initiative the counselor must exhibit; on the other hand, the more behavior deficits the client has, the more initiative the counselor must exhibit in facilitating the step-by-step exploration and integration of new behaviors.

## **Client Growth Processes**

The growth process on the part of the client involves many phases. These phases may occur at varying rates, ranging from days to years, and clients may demonstrate varying levels of success with each of these phases. The following are some of the phases that may be involved in this growth process:

- **Owning of Feelings.** The client shows immediate and free access to his feelings, expresses them in a genuine manner and is able to identify their source or origin.
- **Self-Exploration.** The client is actively and spontaneously engaged in an inward probing to discover feelings about himself and his lifespace around him. This includes his value system, his attitudes, beliefs, opinions, and his rational processes.
- **Internalization.** The client knows and trusts his feelings as belonging to him, and does not attempt to rationalize them or explain them away as belonging to something or someone outside himself.
- **Commitment to Change.** The client is deeply involved in confronting his problems directly, and clearly expresses verbally and behaviorally a desire and commitment to change his behavior. This indicates the client's willingness to take responsibility for his own behavior.
- **Differentiation of Stimuli.** The client perceives the different stimuli in his world, rather than stereotyping vaguely similar stimuli. This includes his value clarification and a restructuring of some attitudes. He differentiates between his own characteristics and those of others. He no longer says, for example, "Nobody likes me," "Why can't I be happy like everyone else," or "I'm totally inadequate at everything I do!"
- **New Behaviors are Explored and Attempted.** The client sets realistic goals for problem solving and is actively engaged in seeking alternatives suitable to himself. He experiments with new behaviors, keeping those that work and rejecting those that do not work. In effect, he has taken some interpersonal risks and discovered that actively engaging himself in new experiences is much more rewarding than passively fantasizing or worrying about outcomes.
- **Integrating New Behaviors.** Effective behaviors are incorporated into the client's current repertoire.

## **SUMMARY**

Effective helping relationships have the same elements and characteristics as meaningful interpersonal relationships. The counseling relationship is a complex interaction of two human beings. It is not an adversary situation, where the client has all the problems and

the counselor has all the answers. When the counselor gets trapped into solving the client's problems for him, it is often because both parties are attempting to effect immediate and dramatic change. Some pressure can be alleviated if the counseling relationship is viewed as a growth process. Growth in this context means dynamic, ongoing, experiential learning where the rewards or the payoffs far outweigh the negative reinforcement.

The helping process is a two-way street, where the client is helpful by being helped, and the counselor is helped by being helpful.

This overview of the helping process offers brief theoretical constructs that the trainer may relate to in more depth and detail as the need arises. Whether a person is a counselor or a trainer of counselors, professional or paraprofessional, he will experience a constant need to know more about the behavioral sciences. One of the big rewards in the helping profession is the interrelatedness of professional development and personal growth. They complement one another just as the counselor and client complement one another in a meaningful relationship. A counselor committed to his people-helping profession leaves himself open to the ideas and experiences of his colleagues and of his clients. Trainers are thus encouraged to investigate further the research citations and reference material mentioned in this manual. Once both trainees and trainers have fully integrated an understanding of the basic helping relationship, and can apply the principles, counseling and therapeutic techniques such as behavior modification, reality therapy, transactional analysis and others can also be explored.

## FEELING WORDS

abandoned	annoyed	blah	cheated
absent-minded	anxious	blissful	cheerful
accepted	apathetic	boastful	cherished
achy	appreciative	bold	childish
active	apprehensive	bored	civilized
actualized	apologetic	bossy	clear
adamant	argumentative	bothered	clever
adaptable	aroused	bottled up	close
adequate	arrogant	boxed in	closed
adored	artistic	broken up	coarse
adventurous	ashamed	bruised	cold
affected	assertive	bubbly	combative
affectionate	astonished	burdened	comfortable
afraid	astounded	=====	common
aggravated	attached	caged	competent
aggressive	attractive	callous	competitive
agreeable	awed	calm	complacent
aglow	awkward	capable	complaining
agony	=====	captivated	complete
alert	bad	carefree	concerned
alive	badgered	careless	condemned
alluring	battered	caring	confident
almighty	beautiful	cautious	conflicted
aloof	beaten	certain	confused
ambitious	bereaved	challenged	conspicuous
ambivalent	betrayed	changeable	conscientious
amused	bitchy	charmed	conservative
angry	bitter		considerate

consumed  
contented  
contrite  
conventional  
cool  
cooperative  
cornered  
courageous  
cowardly  
crabby  
cranky  
crappy  
crazy  
cruel  
crushed  
cuddly  
curious  
cynical  
=====  
damned  
daring  
deceitful  
deceived  
defeated  
defensive  
deflated  
degraded  
dejected

delighted  
demanding  
demeaned  
demoralized  
dependable  
dependent  
depressed  
deprived  
deserted  
desirous  
despair  
desperate  
despondent  
desolate  
destroyed  
destructive  
determined  
devoted  
different  
diffident  
dignified  
diminished  
dirty  
disappointed  
discontented  
discouraged  
discreet  
disdain

disgraced  
disgusted  
dismal  
disorderly  
disorganized  
dissatisfied  
distracted  
distraught  
distressed  
distrustful  
disturbed  
divided  
dominant  
dominated  
domineering  
doomed  
doubtful  
down  
drained  
dreary  
dubious  
dull  
=====  
eager  
ecstatic  
edgy  
effeminate  
efficient

egotistical  
electrified  
embarrassed  
emotional  
empathic  
empty  
enchanted  
encouraged  
energetic  
enervated  
enraged  
enterprising  
enthusiastic  
envious  
evasive  
evil  
exasperated  
excited  
exhausted  
exposed  
exuberant  
=====  
fair  
falling apart  
fantastic  
fascinated  
fatherly  
fawning

fear	fussy	hate	imaginative
fearful	=====	hateful	immature
feminine	generous	headstrong	immobilized
fidgety	gentle	heavenly	immortal
flattered	genuine	heavy	impatient
floating	giddy	helpful	important
flustered	giving	helpless	imposed upon
foolish	glad	hemmed in	impotent
forceful	gleeful	hesitant	impressed
foresighted	gloomy	high	incompetent
forgetful	glowing	hollow	incomplete
forgiving	good	homesick	independent
forlorn	grateful	honest	indifferent
formal	gratified	honored	industrious
forsaken	greedy	horrible	infantile
fortunate	grief	horrified	infatuated
forward	grim	hostile	informal
frank	groovy	humiliated	infuriated
frantic	grouchy	humorless	ingenuous
free	guarded	humorous	inhibited
friendly	guilty	hurried	inspired
frightened	gullible	hurt	insecure
frivolous	=====	hyper	insignificant
frozen	happy	hysterical	insulted
frustrated	hard	=====	intelligent
full	hard-headed	idealistic	interested
funny	hasty	ignorant	intimate
furious	hassled	ignored	intimidated

intolerant	licentious	motherly	outspoken
inventive	light	mournful	outgoing
involved	little	mystical	overburdened
irked	lively	mystified	overjoyed
irresponsible	logical	=====	overwhelmed
irritable	lonely	nasty	=====
irritated	longing	natural	pain
isolated	loose	naughty	pampered
=====	loud	nervous	panic
jammed up	loving	nice	parsimonious
jealous	low	noisy	paralyzed
jittery	loyal	nostalgic	patient
jolly	lustful	numb	peaceful
joyous	=====	nutty	peculiar
judged	mad	=====	peevish
jumpy	malicious	obliging	persecuted
=====	masculine	obnoxious	persistent
keen	mature	obsessed	pessimistic
keyed up	maudlin	odd	petrified
kinky	mean	offended	pitiful
kind	meek	omnipotent	pity
=====	melancholy	open	pissed
laconic	mild	on edge	phony
lazy	mischievous	opposed	pleasant
lecherous	miserable	optimistic	pleased
left out	mixed up	organized	poised
leisurely	modest	out of control	polished
let down	moody	outraged	potent

powerful	reckless	=====	show-off
powerless	reflective	sad	shrewd
praiseworthy	refreshed	safe	shy
precarious	rejected	sarcastic	sickened
precise	relaxed	sated	silent
prejudged	reliable	satisfied	silly
preoccupied	relieved	scared	simple
pressured	remorseful	screwed (up)	sincere
pretty	renewed	secure	skeptical
prim	repulsed	self-centered	skittish
prissy	resentful	self-conscious	slick
progressive	reserved	self-confident	slow
proud	resourceful	selfish	sly
prudish	respected	sensitive	small
pulled apart	responsible	sentimental	smothered
put down	responsive	separate	smug
puzzled	restless	serious	sneaky
=====	retiring	servile	snobbish
quarrelsome	reverent	settled	sociable
queasy	revengeful	severe	soft
queer	revived	sexy	solemn
quiet	rewarded	shaky	soothed
=====	righteous	shallow	sophisticated
rational	rigid	sharp	sorrowful
rattled	robbed	shattered	sorry
realistic	rotten	shiftless	special
reasonable	rude	shocked	spineless
rebellious	ruined	shook up	spiteful

spontaneous  
spunky  
squelched  
stable  
startled  
starved  
steady  
stern  
stifled  
stimulated  
stiff  
stingy  
stolid  
strained  
strangled  
strong  
strung out  
stubborn  
stuffed  
stupid  
stunned  
stupefied  
subdued  
submissive  
suffering  
suffocated  
sulky  
superstitious

sure  
surprised  
suspicious  
sweet  
sympathetic  
=====  
talkative  
tearful  
temperamental  
tempted  
tenacious  
tender  
tense  
tentative  
terrible  
terrified  
terrific  
thankless  
thankful  
thoughtful  
threatened  
thrilled  
thrifty  
thwarted  
tickled  
tight  
timid  
tired

together  
tolerant  
torn  
tormented  
tortured  
touched  
touchy  
tough  
trapped  
tricked  
troubled  
trusting  
turned on  
=====  
ugly  
unaffected  
unambitious  
unassuming  
uncertain  
undependable  
uncomfortable  
understanding  
uneasy  
unemotional  
unexcitable  
unfriendly  
unhappy  
uninhibited

unimportant  
unintelligent  
unkind  
unselfish  
unsettled  
unscrupulous  
unstable  
upset  
uptight  
used  
=====  
valued  
vehement  
vindictive  
violent  
vital  
vivacious  
vulnerable  
=====  
warm  
wary  
wasted  
weak  
weepy  
whiny  
whipped  
wholesome  
wicked

wiped out  
withdrawn  
wise

witty  
wonderful  
worried

worthless  
=====

yellow

yearning  
=====

zany

## CT:STCS – A MULTI-PHASE PROGRAM FOR TRAINING OF TRAINERS

The methodologies utilized in the delivery of the *CT:STCS* course are primarily experiential skill-building processes and depend largely on the modeling and shaping process carried out by the trainer and the materials. The course is trainer-dependent. More than a manual and cassette tape are necessary for skill building. The trainer sets and maintains the climate for learning and implements specific strategies that carry out and maintain the concepts of the course.

In an effort to maintain standards of performance and the quality of counseling-skills training and to systematically increase the number of qualified *CT:STCS* trainers in the field, NDAC has devised a four-phase process by which persons would become trained and recognized as *CT:STCS* trainers.

These four phases of training are as follows:

- Phase I:** Successful completion of the Counseling Skills modules of the *CT:STCS* course involves attendance at all sessions of the course and attainment of the course objectives as measured by the *CT:STCS* posttest.

This phase should be considered prerequisite for any trainer anticipating training *CT:STCS*. Experience as a trainee in the small group will provide invaluable insight into the theoretical and structural design of the course, the impact of the training experience on trainees, and correct modeling behavior of the trainer.

- Phase II:** Successful completion of the *CT:STCS Training-of-Trainers* course entails attendance throughout the *CT:STCS/TOT* course and attainment of course objectives as measured by conceptual understanding tests as well as performance measures.

Phase II provides focused study in the theoretical and conceptual bases of the course and allows practice delivery of all elements of the course in a laboratory setting. Feedback from the Phase II trainer and fellow Phase II trainees helps to polish training skills.

- Phase III:** This supervised training delivery of the Phase I course requires that the apprentice trainer deliver at least 51 percent of the course content under the tutelage of a master trainer.

This type of on-the-job training prepares the apprentice trainer in all elements of Phase I delivery, including pre- and posttraining tasks, small group facilitation, and on-the-spot course modification for special circumstances.

**Phase IV:** This is supervised training delivery of Phase II, *CT:STCS/TOT* to other apprentice trainers.

The goal of Phase IV is to assist and prepare the trainer to deliver Phase II, to anticipate the concerns of apprentice trainers who are about to be trained in Phase I for the first time, and to provide additional trainer tips regarding the content, process, and design of Phases II and III.

This multi-phase system will then provide four levels of mastery for *CT:STCS* trainers:

*Potential trainer:* a trainer who has completed Phase I and who meets the general trainer requirements\*

*Apprentice trainer:* a trainer who has completed Phases I and II

*Senior trainer:* a trainer who has completed Phases I, II, and III

*Master trainer:* a trainer who has completed all four phases and who has extensive experience training the *CT:STCS* course and supervising Phase III group leaders

A trainer who has completed these phases of training will have first-hand knowledge and experience with the conceptual framework, training goals, structure, and developmental learning stages of the course. He will be able to anticipate the impact of the training experience on the trainee, and will have experienced and dealt with, under supervision, the dynamics occurring within the small-group training.

NDAC is currently constructing curricula for the four *CT:STCS* phases, including behavioral objectives, content outline, and delivery strategy. These will be published as an additional resource that can be included as an appendix to the current *CT:STCS Trainer's Manual*. In order to publish the availability of qualified *CT:STCS* trainers already in the field, NDAC is also compiling a training directory that will include the names and addresses of persons who have completed Phases III and IV.

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\*Trainer requirements are noted in the *CT:STCS Trainer's Manual*.

**ANNOTATED BIBLIOGRAPHY**  
**FOR**  
**COUNSELING AND TRAINING**

This bibliography provides a background of research and theory upon which *CT:STCS* is built.

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Eleven symposium papers from the Conference on Identifying Suicide Potential held at Columbia University, December 1969, focus on the extent of suicide potential and the forces affecting this tendency in society at large, the family system, and specific high-risk groups.

Beck, Aaron T.; Resnick, Harvey L. P.; & Lettieri, Dan J. *The Prediction of Suicide*. Bowie, Maryland: Charles Press Publishers, Inc., 1974.

This book features selected papers that cover important aspects in defining and ascertaining the causes of suicide. They clarify the development and validation of various methods used to measure suicidal intent and risk.

Brammer, Lawrence M. *The Helping Relationship: Process and Skills*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973.

Three categories of helping skills—understanding, comfort, and action—are presented in precise detail in a style simple, direct, and without professional jargon. Aspects of the helping relationship covered are: characteristics of helpers, the helping process, listening skills, teaching skills, confronting skills, and skills for comfort and crisis.

Carkhuff, Robert R. Critical Variables in Effective Counselor Training. *Journal of Counseling Psychology*, 16(3), 238-245, 1969.

Discusses trends found over 16 different studies indicating that the level of facilitative and action-oriented functioning of a trainer may be related to the level of functioning reached by a trainee. Considered also in this discussion is the level of facilitative functioning that is present initially for a trainee and the type of training program. Three

hypotheses result: (1) Trainers' levels of functioning seem most important with those trainees whose functioning is growing in the direction of the trainer. (2) Trainees seem to gain more with trainers whose own functioning is high and lose most with trainers at a low level of functioning when the difference between the trainer functioning is great. (3) Programs that seemed most effective were those that focused orderly and behaviorally upon the action-oriented and facilitative factors.

Carkhuff, Robert R. Helper Communication as a Function of Helper Affect and Content. *Journal of Counseling Psychology*, 16(2), 126-131, 1969.

Reports the results of a study done to investigate relationships between the following variables: helper's level of experience (and training); type of emotion expressed by helper; and content of helper's statement. Carkhuff examines these by first having his subjects formulate responses to videotaped helpee statements and by then having his subjects rate four different responses to each of the same helpee statements, according to how facilitative the responses are. Makes a point for experience and particularly communication training through this analysis of data. Also notes that there is a difference between discrimination of and communication of facilitative responses.

Carkhuff, Robert R. *Helping and Human Relations: A Primer for Lay and Professional Helpers*. 2 Vols. New York: Holt Rinehart and Winston, Inc., 1969.

#### Volume I: Selection and Training

Discusses first effectiveness of lay and professional helpers, citing research and exploring issues revolving around lay and professional programs. Part Two presents a model of human functioning and dysfunctioning, often in propositional form, as well as an effort to integrate helper's function, helper's impact, and environmental influences into a picture of helping processes. Part Three speaks to selection processes and to assessment of communication and discrimination. Part Four examines training, means for setting up effective training programs and the actual components of training, for example, scales of the facilitative and action-oriented dimensions.

#### Volume II: Practice and Research

Part One examines the idea that there is both facilitation and retardation potential in the helping process and then the implications of this concept. The components of effective helping are discussed in Part Two, which also broadens the focus to include group processes as well as individual. Part Three evaluates turning theory into practice and practice into theory, developing models, and basic principles of research. Part Four is an overview and summary.

Two rich volumes, written in understandable terms with concise and clear ideas about helping.

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Carkhuff, Robert R.; Friel, Ted; & Kratochirl, Dan. The Differential Effects of Sequence of Training in Counselor Responsive and Counselor Initiated Conditions. *Counselor Education and Supervision*, 9(2), 106-109, 1970.

A study designed to investigate whether or not it makes a difference to first train people on the facilitative or responsive dimension and then on the action-oriented, confrontive dimension or to reverse the order of the two dimensions. The researchers found no significant difference between the two sequences; however, given some trends in their data, they do suggest that for short training programs, the greatest changes in the least amount of time result from training counselor responsiveness first.

Carkhuff, R. R. Principles of Social Action Training for New Careers in Human Services. *Journal of Counseling Psychology*, 18, 147-151, March 1971.

An examination of the selection and training in helping and human relations skills of lay personnel indigenous to the inner-city. The advantages and disadvantages of using lay personnel as functional professionals are discussed, along with an explanation of the selection and training procedures. Results indicate that lay personnel can be used effectively in social action programs, and in addition can be used to train others.

Carkhuff, R. R., & Griffin, Andrew H. The Selection and Training of Human Relations Specialists. *Journal of Counseling Psychology*, 17, 443-450, September 1970.

This study is an attempt to meet the needs of junior high school black students. Adult blacks were systematically selected and trained. Training areas included empathy, respect, genuineness, and confrontation. These specialists were then evaluated in terms of effectiveness, and results showed they were functioning in the helping role above levels which were minimally effective.

Carkhuff has numerous other books and articles. Three of particular interest are:

*The Art of Helping*. Amherst, Massachusetts: Human Resource Development Press, 1973

*The Art of Problem-Solving*

*The Art of Training*

Chapman, J. L. Development and Validation of a Scale to Measure Empathy. *Journal of Counseling Psychology*, 18, 281-282, May 1971.

An attempt to develop a measuring scale for affective sensitivity. The author used several videotaped recordings of interviews and tested a subject's ability to identify

emotions expressed by another person. Results were not significant enough to differentiate between experimental groups and the predictive validity of the instrument was nonexistent.

Danish, S. J., & Kagan, N. Measurement of Affective Sensitivity: Toward a Valid Measure of Interpersonal Perception. *Journal of Counseling Psychology*, 18, 41-54, January 1971.

This study is an attempt to build on evidence from previous research that indicates personal growth in interpersonal sensitivity is reflected in the Affective Sensitivity Scale. This scale was able to pick up differences in affective sensitivity for both intensive and long-term training programs. The authors concluded that this scale may meet some of the necessary conditions to measure personal growth in counselor training programs and other experiences designed to improve interpersonal sensitivity.

Dugger, James G. *The New Professional: Introduction for the Human Services and Mental Health Worker*. Monterey, California: Brooks and Cole Publishing Company, 1975.

An introductory textbook for students in human services and mental health programs, it describes the newly emerging manpower source in the human services and provides a basic understanding of the notes and functions performed by this new generalist worker.

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A national research and survey guide defining and synthesizing material concerning both common and unique methods and techniques of operation of suicide and/or crisis prevention services. Some of the areas discussed concern purposes, goals, sponsorship, funding, recruiting, staffing, training, and community involvement.

James, Muriel, & Jongeward, Dorothy. *Born to Win: Transactional Analysis with Gestalt Experiments*. Reading, Massachusetts and Menlo Park, California: Addison-Wesley Publishing, 1971.

Examines the approaches of Frederick Perls and Eric Berne to understanding human behavior, and provides integration of the two approaches. The general focus is enhancing awareness, self-responsibility and genuineness. Exercises designed to help the reader experience the content of the book more directly are presented at the end of each of the book's ten chapters. Related references are also provided for each chapter.

The book is designed for use by individuals "interested in personality theory and interpersonal relationships," for example, people in teaching, mental health fields, and management. Gives the background in theory and practical applications for gestalt theory as interpreted by Perls and transactional analysis as developed by Berne. Not a formal text of psychotherapy; uses many examples from less formal relationships and situations. The authors state a philosophy that man is able to modify both heredity and environment.

Jordan, David Lee. A Comparison of the Effects of Didactic and Experiential Training on Accurate Empathy, Non-possessive Warmth and Genuineness. *Dissertation Abstracts International*, 29(9-B), 3487-3488, 1969.

Jordan compares three groups: a group receiving group therapy with high levels of empathy, warmth and genuineness present, a group receiving specific training to increase levels of empathy, warmth and genuineness within individual therapy, and a group receiving no treatment. Jordan found no significant differences between the group therapy subjects and the specific training subjects. However, specific training made significantly more change than the no-treatment group on all dimensions. At issue here is the "opportunity to imitate good therapy," present in both treatment groups, and receiving more emphasis in the specific training group.

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A training manual that includes all scripts from a videotape training program and also instructions to trainers. Begins with elements of therapeutic communication and continues through counselor self-studies and the mutual recall process. May be obtained by writing the author, Department of Counseling, Personnel Services, and Educational Psychology, Erickson Hall, Michigan State University, E. Lansing, Michigan 48823 (\$10.00).

Kell, Bill T., & Burrow, Josephine Morse. *Developmental Counseling and Therapy*. Boston: Houghton Mifflin Company, 1970.

Therapy is presented as "having to do with the repair of some failure in the developmental process." Antecedent, interpersonal relationships are seen as the primary factor in developmental failure. The provision of a new interpersonal relationship in the counseling process is regarded as the primary factor in the repair.

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Straightforward, nonsensational information about youthful suicides. Drawing on a vast amount of scholarly research, clinical tapes, and conversations with suicidal young people and their friends, the author presents a picture of the myths and realities of suicide. She explores motives and underlying causes, describes the symptoms of depression, and suggests how anyone can offer aid in a suicidal crisis.

Mallot, Richard W. *Contingency Management*. Kalamazoo, Michigan: Behaviordelia, 1971.

Presents examples of behavior modification in easy to understand comic book form using self tests at the end of each chapter on behavioral principles. Paperback: \$4.00

Marks, H. E. The Relationship of Eye Contact to Congruence and Empathy. *Dissertation Abstracts International*, 32, 1219, August 1971.

An examination of eye contact and its relation to congruence and empathy, with the prediction of more congruence and empathy for those better able to maintain eye contact. The results confirmed the hypothesis, with training having no significant effect on increasing either variable. Implication for eye contact in therapy was explored.

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This study focused on the affective sensitivity of counselor trainees and their empathic understanding in a controlled, counseling setting. The Affective Sensitivity Scale was administered as a pre- and posttest to: (1) a group of students in an introductory guidance and counseling course; and (2) trainees in a counseling practicum. Comparisons were made of the performance on the Affective Sensitivity Scale on the dimensions of sex and level of training. Results indicated no significant relationship on all dimensions except sensitivity and assessed empathic understanding of counselor trainees.

Resnikoff, Arthur; Kagan, Norman; & Schauble, Paul G. Acceleration of Psychotherapy through Stimulated Videotape Recall. *American Journal of Psychotherapy*, 24(1), 1970.

A case study of a fairly disturbed student, into whose course of therapy interpersonal process recall was introduced. Discusses both details of the case and details of the recall, which occurred at the 12th of 20 sessions with this client. Independent observers were asked to rate the client's behavior from session 9 through session 15, with no knowledge that IPR had been introduced. Results lent support to the idea that the use of IPR had influenced gains in the client's behavior. An attempt was also made to "develop a valid process instrument that would record client progress within the interview situation."

Rogers, Carl R. *Client Centered Therapy*. Boston: Houghton Mifflin Company, 1951.

A classic presentation of nondirective, client oriented counseling and therapy, that considers the psychology of the self and the nature of the maladjustment of modern man in his social environment.

Shapiro, Jeffrey G.; Krauss, Herbert H.; & Truax, Charles B. Therapeutic Conditions and Disclosure Beyond the Therapeutic Encounter. *Journal of Counseling Psychology*, 16(4), 290-294, 1969.

A study addressing itself to the issue of whether or not genuineness, warmth and empathy from another elicit self-disclosure on the part of an individual outside of a formal therapeutic, professional relationship. Discusses also the type of self-disclosure, that is, positive or negative feelings, verbal or behavioral self-disclosure. The researchers had their subjects rank both parents and two close friends on the basis of perceived genuineness, warmth and empathy and then asked for amount and type of self-disclosure to these four individuals. Results lend support to the notion that individuals tend to be more open with those people they perceive as genuine, warm and empathic outside of a formal therapeutic relationship.

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An investigation of the use of an interaction analysis scale (Counselor Self-Interaction Analysis) for the development, measurement, and prediction of empathic understanding. In addition, the relationship between counselors' in-training self-concept, supervisor's ratings of counselor effectiveness, and two measures of empathy (Accurate Empathy Scale and Affective Sensitivity Scale) were examined.

Staub, George E., & Kent, Leona M. *The Paraprofessional in the Treatment of Alcoholism*. Springfield: Charles C. Thomas, 1973.

This multi-authored book covers a wide range of philosophies and policies related to working with and as a paraprofessional in the field of alcoholism. Such subjects as in-service training, nonalcoholic vs. "recovered" personnel and the role of the administrator are covered.

Swenson, Charles D. The Relationship between Certain Personality Traits of Advanced Counselor Trainees and Their Ability to Express Congruence, Empathy and Positive Regard. *Dissertation Abstracts International*, 31, 1027-1028, September 1970.

An investigation of the relationship between the counselor's ability to express conditions for positive growth in the therapeutic situation and certain personality characteristics. The experimenter used Truax Scales and Counselor Verbal Response Scales to examine the relationship between these characteristics and empathy, congruence, and positive regard. Conclusions and implications of the study are listed.

Truax, Charles B. An Approach to Counselor Education. *Counselor Education and Supervision*, 10, 4-15, Fall 1970.

A training approach applicable to both professionals and nonprofessionals with emphasis on selection and training through structured practice experiences. A brief review is made of research indicating the major ingredients of effective counseling, listing basic interpersonal skills of warmth, genuineness and accurate empathy as important.

This selection procedure recommended involves (1) a candidate meeting the agency's existing qualifications, (2) the use of past research findings regarding personality characteristics of good counselors, and (3) ratings of candidate's interpersonal skills based on group interviews with real clients.

The training program emphasizes feedback and systematic evaluation of the effect a counselor has on his clients. The basic elements of the training are (1) modeling of proper interpersonal skills in supervision, (2) didactic training of proper skills, and (3) a group therapy experience. He proposes that nonprofessionals can be better selected than professionals and can be equally trained.

Truax, C. B. Length of Therapist Response, Accurate Empathy, and Patient Improvement. *Journal of Clinical Psychology*, 26, 539-541, October 1970.

An investigation of whether the average number of therapist's words per unit of time is related to: (A) his degree of accurate empathy and (B) patient improvement during

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therapy. The accurate empathy scale and several measures of patient improvement were used. The data indicates a moderate positive relationship between the average proportion of therapist talk and his level of accurate empathy, and between therapist talk and overall patient improvement.

Truax, C. B. Self Disclosure, Genuineness, and the Interpersonal Relationship. *Counselor Education and Supervision*, 10, 351-354, Summer 1970.

Previous studies have generally found that accurate empathy and nonpossessive warmth are most highly related to client's level of self-disclosure, but those studies assumed interaction was a "one-way street." Truax extends these findings to examine the concept of reciprocal affect, that what we offer another person we elicit from them. Recent research is cited that supports that genuineness or congruence is directly causative of therapeutic client change and that self-disclosure is a necessary condition for the development of genuineness. Although evidence is consistent, Truax concludes that it does not provide direct confirmation of this assumption.

Truax, C. B., and Lister, J. L. Effects of Short-Term Training upon Accurate Empathy and Nonpossessive Warmth. *Counselor Education and Supervision*, 10, 120-125, Winter 1971.

This study is based on previous research that demonstrated that the interpersonal skills of accurate empathy and nonpossessive warmth are highly important in the counseling interaction. The researchers attempted to determine whether significant improvement in accurate empathy and nonpossessive warmth could be effected over a 40-hour training period, using an experiential-didactic training approach with experienced counselors.

Results showed a significant increase in accurate empathy for counselors who were initially high or low on empathy (N = 12). There was no increase in nonpossessive warmth, and some indication of a decrease for counselors initially high with warmth. These results were compared with other studies and supported the hypothesis that gains on these dimensions occur after the initial graduate training program.

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Two special issues compiling the most current technology and research in group counseling techniques. Describes both group leader and group member behavior. A very complete collection of articles in this field. Can be ordered at \$6.00 for both issues by writing: Educational Technology Publication, Inc., 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632.

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Book is in workbook format and involves the participation of the reader. Each of the seven chapters (narcotic analgesics; alcohol; hypnotics and tranquilizers; amphetamines and cocaine; hallucinogens; marijuana; caffeine and nicotine) includes background information, true-false self-test followed by explanations, and brief case outlines with possible courses of action. A complete annotated bibliography is included for each section.

Yenawine, G., & Arbuckle, D. S. Study of the Use of Videotape and Audiotape as Techniques in Counselor Education. *Journal of Counseling Psychology*, 18, 1-6, January 1971.

This study compares and contrasts the effects of using audiotape and videotape recording techniques on counselor trainees within the counseling practicum. Data was gathered from two groups of students primarily by the use of a counselor log. The similarities and differences are noted and several conclusions stated about the appropriateness of use for each technique.

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